

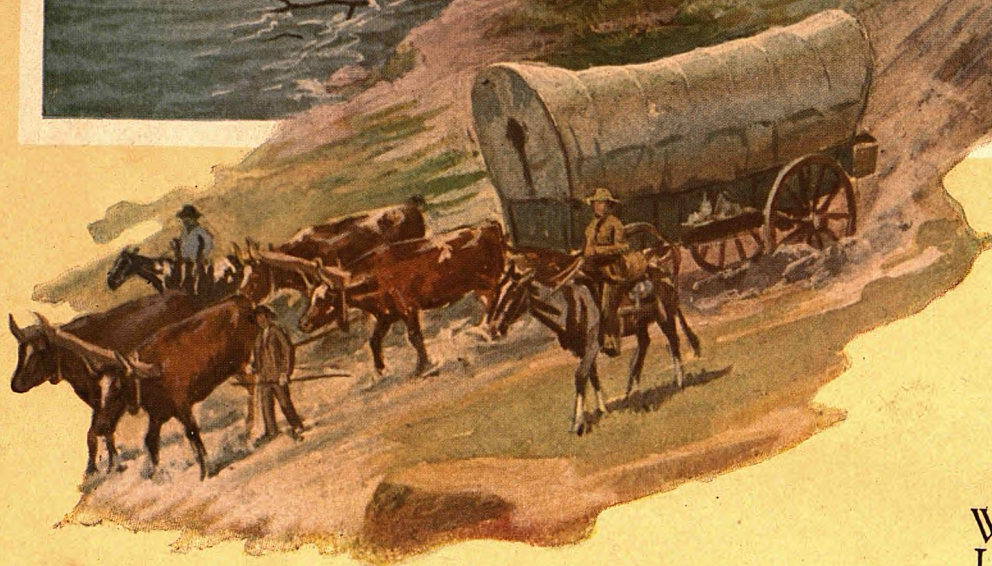
# **NATIONAL EDUCATION ASSOCIATION**

Department  
of  
Superintendence

**KANSAS CITY,  
MISSOURI  
1917**

**FEBRUARY 26  
TO  
MARCH 3, 1917**





Old  
Westport  
Landing  
Kansas City,  
AS IT APPEARED  
IN 1839



# Kansas City and Its Schools

PREPARED *for the*  
MEMBERS *of the* DEPARTMENT *of* SUPERINTENDENCE  
*of the* NATIONAL EDUCATION  
ASSOCIATION

—  
FEBRUARY 26 *to* MARCH 3, 1917



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THE NATIONAL EDUCATION ASSOCIATION : THE  
KANSAS CITY, MISSOURI 1917 NI MCPL



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## Dedicated

To the memory of

SUPERINTENDENT JAMES M. GREENWOOD  
of Kansas City, Missouri, and

SUPERINTENDENT BEN BLEWETT  
of St. Louis, Missouri;

two of America's greatest educators; two of  
Missouri's greatest men; two great teachers  
who devoted long and useful lives to the  
service of the children of Missouri; two  
great leaders in the councils of  
the National Education  
Association

MID-CONTINENT PUBLIC LIBRARY





*Northeast High School Opened 1914.*



## Foreword

To the Members of the Department of  
Superintendence:

Kansas City, Missouri, Kansas City, Kansas, the States of Missouri and Kansas and the Great Southwest bid you welcome. Every effort will be made to assist you in accomplishing the purposes which have brought you here. We shall do all within our power to make your brief stay pleasant and profitable. The following pages have been compiled from many sources with the assistance of supervisors, teachers and others to give you a brief and cursory view of some of the conditions that prevail in Greater Kansas City. No effort at fine writing or exhaustive treatment has been attempted. What is presented has been collected in the hurry of every day routine duties and is intended to present briefly a few things that may give you some idea of what is being attempted in our city. It is hoped also that these pages may reveal in some slight degree the purposes and aims of those who have been connected with the development that has taken place. We have included short discussions and a few cuts of interesting parts of our city other than its public schools.

In our conception of the extent and purposes of public education, a few fundamental principles appear to be of paramount importance. One of the first is that education as a public institution supported by taxation must take account of and provide for the growth and development of life from the cradle to the grave; that it must not confine itself to the period of childhood and adolescence, but that in its purpose, aims, methods and organization it shall provide educational opportunities for all the people of all ages and in all activities of life. In performing this function the public school must adapt itself to the conditions and limitations that modern life and industrial development have made necessary. This requires schools that shall be conducted during the customary periods of the day, week and season and also during evening and vacation periods, and at such other times as may be necessary to make it possible for people under unusual conditions who desire instruction to attend.

In the selection of matter to be presented and in the methods used great care must be exercised in securing the proper relation between the cultural and the practical. Undue predominance of either feature must be sedulously avoided. To neglect the practical vocational activities will leave us be-

hind in the great material development that is taking place in the world today. While to give undue attention to the practical side of education will rob us of the heritage of idealism and culture which should have a place in the life of every citizen of our country. To the knowledge which our schools must impart must be added a cultivation of refined tastes and a development of exalted ideals of life, all of which must be supplemented by the development of power in the child which will enable him to capitalize the products of his education.

While being guided by the above considerations the public schools must take into account the fact that our population is rapidly becoming urban and that the economic, industrial and social requirements of the present day are greatly different from those which prevailed a generation ago. The rural home furnished an industrial education and a training in thrift which the city home cannot give. Our city schools must provide for this change in environment. While the economic and industrial conditions have been greatly modified by city life, perhaps the greatest change is in the social relations which surround city dwellers. The rights, duties and limitations incident to congested population make necessary an education in social adjustment that the schools of the past had no conception of. To give our pupils the right attitude toward life and to give them the proper conception of their place in modern society and such ideals and habits as will enable them to adjust themselves to modern society, is perhaps the greatest function of the public school. Both teachers and pupils must feel that they are a part of a great community and that their privileges and obligations as members of that community are paramount and that their individuality while being developed must be correlated and articulated with community life.

Kansas City is attempting to develop its industrial system along the above lines. In the first place, much greater attention is being given to the development of a sound physical organization. This is brought about by the extension of the activities of the department of physical education, by the addition of fifteen additional teachers and by the extension of physical education work to the supervision of games and playground activities and to the introduction of military training.

Another feature which has recently received careful attention is in the character of the school



buildings which are being erected. Our purpose has been to anticipate as far as possible the social and community needs of the future and to provide not only for children, but for adult uses of all types of activities that may conduce to future betterment. To secure these ends our new buildings and additions to old ones are now provided with shops for various industrial activities, gymnasiums with bathing facilities, open air rooms, assembly halls, play rooms, playgrounds and school gardens in addition to the ordinary school rooms.

The curriculum which we have inherited from the past is rich in content. Additions made necessary by recent progress have not always been accomplished by the elimination of an equal amount of obsolete material. This condition has made necessary a revision and re-adjustment—leaving out what was believed to be of less value and emphasizing what was believed to be necessary for future advancement. In other words, the emphasis is placed upon the subjects which may be denominated “The tools of education” whose use would equip the child better to master his future problems and at the same time give him the habit of doing things, rather than acquiring information.

As is known to most educators, Kansas City is giving its elementary education in seven years. Its eighth year is the first high school year and it completes its elementary and secondary education in eleven years instead of twelve. Careful investigation has justified us in believing that our pupils have not suffered from this arrangement, but that in many respects they have been gainers. This gain is conspicuous in two directions; first, that a larger number of pupils complete both the elementary and high school and second, that a year of time is gained both in the life of the child and in the saving of the expense to the school system of the added year. Your attention is respectfully called to a consideration of the benefits above stated. The earlier completion of the secondary course and the desire of the patrons of the public schools to acquire a college education in public or

state supported schools have lead us to inaugurate as a part of the public schools of the city the junior college. This institution is now in the second year of its existence and contains more than four hundred students. We regard it as the most marked feature of our recent addition to public education. Many pupils who could not otherwise hope for a college education are with us. As there are no collegiate institutions under private or state management located in our city, parents and guardians of our pupils are saved the expense that would be necessary to send their children away from home for this work. The broadened outlook that two years of college work will give to home students we believe will result in many of them being able to complete a full college course since it will require a residence of only two years away from home instead of the usual four years.

We respectfully request that you inspect and become acquainted with our city, its schools, its business interests, its civic institutions, its public parks and boulevards and its enterprising citizens. We ask your criticism and your suggestions. We realize that the meetings of the Superintendents' Department are the greatest educational meetings in the world and we hope to gain much from your presence. We are anxious to do everything possible for your convenience and pleasure. We hope the conditions may be such as to give you the largest opportunities to meet your friends, to transact the business of the Department and to participate in the various activities which accompany these meetings. If at the end of your stay you feel that your time has been well and profitably spent, we shall be amply repaid. On behalf of our Board of Education, our teachers and our citizens we thank you most cordially for the privilege of serving as your host and hope that your experience will be such as to cause you to wish to return at some future time.

Most sincerely,

I. I. CAMMACK,  
Superintendent of Schools.



## *Board of Directors*

MEMBERS	TERMS EXPIRE
Hale H. Cook.....	April, 1918
William T. Bland.....	April, 1918
William Volker .....	April, 1920
D. M. Pinkerton.....	April, 1920
William A. Knotts.....	April, 1922
James E. Nugent.....	April, 1922

### OFFICERS OF THE BOARD.

Hale H. Cook.....	President
William T. Bland.....	Vice-President
E. F. Swinney.....	Treasurer
James B. Jackson.....	Secretary

### STANDING COMMITTEES

Finance and Auditing.....	Pinkerton and Bland
Building and Repairs.....	Bland and Volker
Supplies and Apparatus.....	Volker and Knotts
Library.....	Pinkerton and Knotts
Attendance.....	Nugent and Volker
Vocational and Night Schools..	Volker and Bland
Rules, Regulations and Discipline.....	Knotts and Pinkerton
Boundaries and Statistics.....	Bland and Nugent
High Schools and Teachers' Institute....	Knotts and Nugent
Text Books and Course of Study....	Nugent and Pinkerton
I. I. Cammack.....	Superintendent of Schools

## *Organization and Administration*



**I**N MISSOURI, public education is a state function and the school district is organized as a corporation with a board of directors who are governed by state laws. School districts have taxing power and are entirely independent of control by the government of the municipalities which may happen to serve the same communities. They usually contain all the territory in the city, and often additional territory besides. However, in the case of Kansas City, Missouri, the school district does not include all the territory lying within the corporate limits of the city, but does include some outside. The area of the school district of Kansas City is about fifty-five square miles, while that of the city is fifty-eight square miles.

The freedom of the school district from city control, the independent taxing power of the district, and the separate school ballots remove the school district from local political influence. In organization, the school district is very simple. Kansas City has a board of six members, elected two each two years for terms of six years. This organization has been in operation fifty years, during which time only thirty-six different men have served on the board of directors. One member, Mr. John Crawford James, served twenty-eight years; six members have each served eighteen years or more; the average term for the thirty members who have served and retired has been over nine years; and one member, Mr. R. L. Yeager, served as president of the Board for a period of nineteen years.

The schools of Kansas City have had only three superintendents. The first, Mr. John L. Phillips, was elected August 3, 1869, and served five years; the second, Mr. James M. Greenwood, was elected July 16, 1874, and served until 1913, when he was chosen advisor to the Board of Education, a capacity in which he acted until his death, August 1, 1914. His service was continuous for a period of forty years and fifteen days. The present superintendent, Mr. I. I. Commack, was chosen May, 1913.

The organization of the district contributes to stability, continuity of policy, and progress. Under the administration of Superintendent James M. Greenwood, the school system developed from 58 teachers with 4,000 pupils to a splendid city system with over 1,000 teachers and 40,000 pupils, of which 5,000 were in high school. During the past four years under the administration of the present superintendent, the teaching corps has increased more than 300 and the enrollment more than 7,000.



# The Story of Kansas City



THOMAS HART BENTON, one of Missouri's first senators, in the course of a speech at Randolph Landing in Clay County in 1852, looked at the bluffs to the south and west, where Kansas City now stands, and said: "Here, where these rocky bluffs meet and turn aside the sweeping current of this mighty river, here, where the Missouri after pursuing her southern course of nearly two thousand miles turns eastward to meet the Mississippi, a great manufacturing and commercial community will congregate and in less than a generation will see a great city."

Senator Benton was looking upon a region old in the commerce of the great West. Nearly fifty years before Lewis and Clark had camped on the spot where Senator Benton stood, and the commercial value of the Missouri river soon became more attractive than its scenery. In 1819, fifteen years after Lewis and Clark saw the mouth of the Kansas river, the region became the center of the fur trade of the Missouri River Valley. The same year saw a line of steamers plying between St. Louis and this fur-trading center. The rapid development of river transportation was one factor which made possible the rapid growth of the district about the mouth of the Kansas.

The "Town of Kanzas" got its name from the Kanzas or Kaw Indians who originally occupied the land, and for whom the state of Kansas subsequently was named. The village was platted in 1839 and incorporated in 1850 under the name of the "Town of Kansas," which was changed to the "City of Kansas" in 1853, and to Kansas City in 1889.

The incorporation of the village was necessary for greater security, for Thomas Benton in 1852 could see a long line of "forty-niners" in white covered wagons approach the town from the north, cross the river by ferry at the foot of Main Street, and continue their way westward to outfit for the last time with American-made goods before making the long journey to Santa Fe, Mexico, there to take the offerings of Spanish goods from Old Mexico which made possible their journeys to the coast. This Pacific Coast trade made necessary the railroad. In 1860, the first railroad was begun and

five years later trains came to the City of Kansas from the east, and left for the west. The first bridge across the Missouri River was completed in 1869, and the commercial supremacy of Kansas City as a distributing center for the Missouri Valley region was assured.

From these humble beginnings Kansas City has become the second largest railroad center in the United States, being served by sixteen trunk lines and thirty-two distinct subsidiary lines. Two hundred sixty passenger trains carry an average age of 28,000 people to and from the city daily. The Union Station which contributes to the comfort of these travelers is the largest in the United States outside of New York, and one of the best equipped in the world. Kansas City has water transportation to the upper Mississippi, to the Great Lakes, and to the sea.

More than 25 per cent of the population of the United States resides in a rapidly developing territory of which Kansas City is the commercial center. The advantageous location of Kansas City enables her to provide unsurpassed transportation service, either by water or rail, to the great West and Southwest. This has brought to Kansas City many great industries; it has given the city the greatest mule market in the world; the greatest yellow pine market in the world; the greatest hay market in the world; the greatest winter wheat export market in America. Only Chicago exceeds Kansas City in its packing house products. These

are only five of the twelve hundred industries that have established themselves in Kansas City. Federal recognition of Kansas City's commercial worth came in the location of Federal Reserve Bank No. 10, which has 958 subscribing banks in the Kansas City District. The population of Greater Kansas City is over 400,000, standing fifteenth in population among the cities of the United States. Eighty per cent of the population is native born and 91 per cent white. Kansas City is located only a few miles east of the geographical center of the United States, and gives promise of fulfilling the prophecy of James J. Hill, the great builder of railroads and communities, when he said, "Kansas City is the destined greatest city west of Chicago, holding an unapproached supremacy of resources and opportunity."



*The Old Wornall Homestead, Built in 1858.*

## *The Story of Kansas City—Continued.*

In no way is the wise foresight of the men who planned for the future Kansas City better shown than in the provision for the education and the happy environment of its future citizens. To provide good surroundings for the youth of the city, advantage was taken of the natural scenery on the bluffs south of the Missouri River to develop a magnificent system of parks and boulevards not surpassed by any city in the world. The 2,600 acres in nineteen parks, and the sixty miles of connecting boulevards included in this system give Kansas City the reputation of being one of the most beautiful cities in America.

Kansas City, though not built on as hallowed



*Main Drive in Penn Valley Park on the Old Santa Fe Trail.*



*The Old Wornall Homestead, Built in 1858, Used as a Hospital by the Union Soldiers in the Civil War, and Still Occupied as a Residence.*

ground as that on which the "embattled farmers stood," is not wholly lacking in historical interest to the student of post-Civil-War days. The old Wornall homestead, used as a hospital for Union soldiers after the battle of Westport, the "Gettysburg of the West," and located in the beautiful Country Club district, is still occupied by the Wornall family. The Harris home in old Westport, once a famous hostelry for the prairie schooner travelers to the West, now is a store house; and the Benton rock from which he prophesied the greatness of the city, though still to be seen by the traveler, is nearly submerged beneath a great city wholly new to Benton's time.

W. A. LEWIS,

Professor of History, Polytechnic Institute.



## *Development of School System*

- |   |  |
|---|--|
| <p>1867 Present School District of Kansas City organized.<br/>Central High School opened September, 1867, in rented building at Eleventh and Locust Streets.</p> <p>1868 Property at Eleventh and Locust Streets purchased for Central High School. This property consisted of the present school site of Polytechnic Institute, on which was a two-room building.</p> <p>1869 John R. Phillips, first Superintendent of Schools, appointed.</p> <p>1874 James M. Greenwood, second Superintendent of Schools, appointed.<br/>Public Library opened in the superintendent's office at 548 Main Street.</p> <p>1875 Central High School, an eight-room building, erected.</p> <p>1884 Present south wing of Polytechnic Institute (then Central High School) constructed.</p> <p>1885 First Supervisor of Calisthenics appointed.</p> <p>1886 Chief Engineer employed.</p> <p>1887 High School for negro pupils opened.</p> <p>1889 Superintendent of Repairs employed.</p> <p>1890 High School building for negro pupils erected. This building is now a part of the Lincoln Elementary School.<br/>First Supervisor of Music appointed.</p> <p>1892 North wing of Polytechnic Institute (then Central High School) constructed.</p> <p>1893 Manual Training introduced into elementary schools.</p> <p>1895 Kindergartens established in the Public Schools of Kansas City.</p> <p>1897 Manual Training High School opened.<br/>Present Library Building opened.</p> <p>1899 Westport School District, consisting of five schools, four elementary and one high school, and embracing eight square miles, annexed to the School District of Kansas City.<br/>First Supervisor of Drawing appointed.<br/>First Branch Library, Allen (Westport Branch) Library, opened. This was the first branch library in the state of Missouri.</p> | <p>1904 School Year increased from nine to ten months.<br/>Medical Inspection of school children provided by Hospital and Health Board.</p> <p>1905 Compulsory School Attendance Law became operative, and Attendance Department established.<br/>First Supervisor of Home Economics appointed.</p> <p>1906 Present Lincoln High School (negro) constructed.</p> <p>1907 First Supervisor of Manual Training appointed.</p> <p>1908 Westport High School opened.<br/>McCune Parental Home for Boys opened.<br/>First Purchasing Agent appointed.</p> <p>1909 Teacher Training School established in Central High School, one-year course.</p> <p>1910 Present System of Night Schools established.</p> <p>1911 Superintendent of Buildings first appointed.<br/>Chief Engineer made Superintendent of Buildings also.<br/>Summer or Vacation Schools established.<br/>First Supervisor of Penmanship appointed.</p> <p>1912 District Superintendents first appointed.<br/>Lathrop Industrial School established — an elementary school for Prevocational Work.<br/>Girls' Parental Home opened.<br/>First Commissioner of Agriculture appointed.</p> <p>1913 I. I. Cammack, the third and present Superintendent of Schools, appointed.<br/>Free Textbooks provided for elementary school pupils.<br/>Minimum age for entrance into kindergarten reduced by state law from six years to five years.<br/>First school, the Irving, organized on a modified Gary plan.</p> <p>1914 Northeast High School opened.<br/>Oral School for Deaf Pupils established.<br/>Bureau of Research and Efficiency established.<br/>Department of Vocational and Manual Training Instruction established.</p> |
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*Development of School System—Continued.*

- 1915 New Central High School opened.  
Polytechnic Institute established and located  
in old Central High School Building.  
Junior College established.  
Teacher Training Course increased from one  
year to two years.  
Open Air Schools established.  
Schools for Defectives established.  
Special Teachers in Physical Education em-  
ployed.  
Volunteer Dental Inspection of school chil-  
dren provided by the Kansas City Den-  
tal Society.
- 1916 Provision made for professional teachers'  
certificates based on thorough profes-  
sional training.

Director of Teacher Training and Extension  
Work appointed.

Lathrop School of Mechanical Trades estab-  
lished—A four-year course, two years of  
elementary work and two years of high  
school work.

Free Dental Clinics established, and adminis-  
tered by school officials, but privately  
supported.

1917 Military Training introduced into the high  
schools.

Jane Hayes Gates Institute for Girls (to be  
opened).

Addition to Public Library Building (to be  
completed).



*Woodland School Opened 1871.*

*The oldest elementary school building in use in the city. It is soon to be replaced by a new building.*



## Table Showing School Growth of Kansas City from 1896 to 1916

	1895-96	1915-16	Per Cent of Increase
Total enumeration. . . . .	43,740	82,954	89.7
Total enrollment. . . . .	20,008	46,684	133.3
Average daily attendance. . . . .	14,351	35,997	150.8
Total days' attendance by all pupils. . . . .	2,583,180	6,803,450	163.4
Elementary school enrollment. . . . .	18,079	39,661	119.4
Average daily attendance in elementary schools. . . . .	12,715	30,412	139.2
High school enrollment. . . . .	1,929	6,742	249.5
Average daily attendance in high schools. . . . .	1,536	5,383	250.5
Per cent of high school enrollment of total enrollment. . . . .	9.6	14.5	51.0
Total number of teachers. . . . .	359	1,354	277.2
Average number of pupils enrolled per teacher. . . . .	55.7	34.5	—38.1
Average number of pupils per teacher in daily attendance. . . . .	40	25.6	—33.5
*Number of elementary school teachers. . . . .	318	1080	239.6
*Average number of elementary pupils enrolled per teacher. . . . .	56.9	36.7	—35.5
*Average number of elementary pupils per teacher in daily attendance. . . . .	40.	28.2	—29.5
Number of high school teachers. . . . .	41	274	568.3
Number of high school pupils enrolled per high school teacher. . . . .	47	25.6	—45.5
Number of high school pupils per teacher in daily attendance. . . . .	37.5	20.4	—45.6
Received from state and county. . . . .	\$48,801.63	\$188,568.76	286.4
**Expenditure for school maintenance. . . . .	\$324,432.57	\$1,994,049.38	514.6
**Annual expenditure for school maintenance per pupil in daily attendance. . . . .	22.68	55.39	144.2
**Annual expenditure for school maintenance for each high school pupil in daily attendance. . . . .	34.82	99.56	185.9
**Annual expenditure for school maintenance for each elementary school pupil in daily attendance. . . . .	21.24	47.31	122.7
Expenditure for buildings. . . . .	63,160.61	829,694.61	1213.6
Annual expenditure for buildings per pupil in daily attendance. . . . .	4.67	23.05	393.6
Total school expenditure (exclusive of bonds, interest and sinking fund) . . . . .	387,593.18	2,823,743.99	628.5
Total value of school property. . . . .	1,823,315.00	10,928,769.00	499.4
Assessed value of all taxable property. . . . .	57,000,000.00	214,000,000.00	275.4
Actual value of all taxable property (estimated at 2½ times assessed value). . . . .	142,500,000.00	535,000,000.00	275.4

\*Home economics and manual training teachers, supervisors and principals are counted as teachers in obtaining averages. Last year the actual number of pupils per class room was 15 per cent greater than the averages here given.

\*\*These items include the amount spent on the Public Library. To secure the actual 1915-1916 expenditure for school maintenance, deduct 6 per cent from these amounts, since 6 per cent of the above amounts was spent on the Public Library.

*School Growth of Kansas City—Continued.*

**Age Table 1915-1916.**

Table showing the ages, September 1, 1915, of all pupils enrolled in both elementary and high schools and the percentage of the number at each age of the total enrollment for the year.

Age	Number	Per Cent
4 years .....	*787	1.7
5 years .....	3,653	7.9
6 years .....	4,211	9.1
7 years .....	4,311	9.3
8 years .....	4,384	9.4
9 years .....	4,168	9.0
10 years .....	4,109	8.8
11 years .....	3,939	8.5
12 years .....	3,819	8.2
13 years .....	3,654	7.9
14 years .....	3,091	6.7
15 years .....	2,524	5.4
16 years .....	1,732	3.7
17 years .....	1,131	2.4
18 years .....	569	1.2
19 years .....	205	.5
20 years and over.....	116	.3
Total.....	46,403	100.0

\*No pupil is enrolled in the kindergarten or elementary school until he is 5 years of age, hence the 787 listed under 4 years represent the children who were under 5 September 1, 1915, and became five during the year and entered school as soon as they reached their fifth birthday.

**Enrollment by Grades.**

	Boys	Girls	Total
Kindergarten .....	2,256	2,254	4,510
First Grade .....	3,918	3,634	7,552
Second Grade .....	3,075	2,810	5,885
Third Grade .....	2,651	2,745	5,396
Fourth Grade .....	2,723	2,554	5,277
Fifth Grade .....	2,178	2,199	4,377
Sixth Grade .....	1,803	1,885	3,688
Seventh Grade .....	1,407	1,569	2,976
Total.....	20,011	19,650	39,661
First Year High School...	1,132	1,325	2,457
Second Year High School.	803	942	1,745
Third Year High School..	571	821	1,392
Fourth Year High School.	468	680	1,148
Total. . . . .	2,974	3,768	6,742

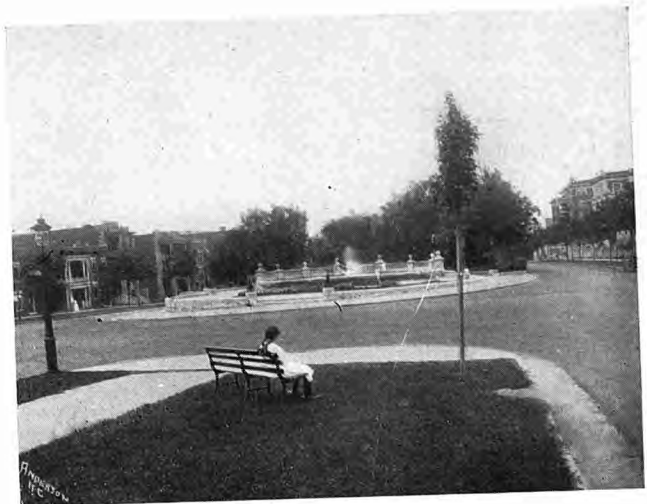
Junior College .....	92	142	234
Teacher Training .....		47	47
Total. . . . .	92	189	281

**Summary.**

Kindergarten .....	4,510
Elementary Schools .....	35,151
High Schools .....	6,742
Junior College .....	234
Teacher Training .....	47
Total. . . . .	46,684
Night School .....	5,071
Grand total .....	51,755

**Present Enrollment in Junior College and Teacher Training.**

	Junior College	Teacher Training	Total
First Year .....	271	49	320
Second Year .....	63	38	101
Total. . . . .	334	87	421



*The Fountain at Ninth Street on the Pasco.*



# The School Departments



THE administration of the work of the Board of Directors is divided into four principal departments: The Department of Instruction, the Business Department, the Building and Repair Department, and the Library Department.

## DEPARTMENT OF INSTRUCTION.

1. Supervision and Administration.
  - A General Administration and Supervision
    - 1 Superintendent of Schools. 1 Assistant Superintendent. 2 Stenographers and Clerks.
  - B General Supervision
    - 2 District Superintendents.
  - C Bureau of Research and Efficiency
    - 1 Director. 2 Stenographers and Clerks.
  - D Vocational and Manual Training Instruction
    - 1 Director. 1 Stenographer and Clerk.
  - E Teacher Training and Extension Work
    - 1 Director.
  - F School Gardens and Agriculture
    - 1 Commissioner of Agriculture. 1 Assistant.
  - G Physical Education
    - 1 Supervisor. 2 Assistants.
  - H Music
    - 1 Supervisor. 1 Assistant.
  - I Drawing
    - 1 Supervisor. 1 Assistant.
  - J Penmanship
    - 1 Supervisor.
  - K Manual Training
    - 1 Supervisor.
  - L Home Economics
    - 1 Supervisor.
  - M Kindergarten
    - 1 Supervisor. 1 Assistant.
  - N Compulsory Attendance
    - 1 Clerk. 6 Attendance Officers.

Total employees in supervisory force, 33; total salary for supervision, \$57,480.00, exclusive of principals' salaries, or 4.1 per cent of the instruction expenses and 2.9 per cent of the total school expenses exclusive of permanent improvements.

## 2. Principals and Teachers—Day Schools.

- A 1 Principal Polytechnic Institute
- B 5 High School Principals
- C 3 Supervising Elementary School Principals
- D 54 Elementary School Principals
- E 278 High School Teachers (including college teachers of Polytechnic Institute)
- F 758 Elementary School Teachers
- G 15 Vocational Teachers
- H 40 Manual Training Teachers
- I 43 Home Economics Teachers
- J 13 Hygiene and Physical Education Teachers
- K 101 Kindergarten Teachers
- L 32 Substitutes

## Night Schools

- 7 Principals
- 130 Teachers
- A 1 Chief Medical Inspector
- 54 Volunteer School Physicians
- B 1 Chief Dental Clinician and Inspector
- 5 Dental Operators
- 40 Volunteer Dental Inspectors

## BUSINESS DEPARTMENT.

The Business Department of the School District of Kansas City consists of the secretary's office and the purchasing agent's office. The secretary is an officer of the Board as provided by state law and may or may not be a member of the Board. Prior to 1890, he was elected from the membership of the Board, but since that time the secretary has not been a member of the Board. He is required to attend all Board meetings and meetings of committees when necessary in order to keep a record of the proceedings of the same. He is custodian of all records, deeds, abstracts, contracts, books, documents, and papers, legal or otherwise, belonging or pertaining to the School District. He is also in direct charge of the Public Library building.

He prepares schedules in typewritten form of all matters that are to be presented to the Board and furnishes each member of the Board with a

copy of such schedule at each meeting. He keeps a permanent record of each action of the Board, properly indexed, and readily accessible at any time.

All money for every purpose is disbursed through the office of the secretary after the bills have been approved by the proper department, the auditor and the finance committee of the Board, and after the warrants have been ordered by the Board. The purchasing agent who is assistant secretary acts under the direction of the supply committee of the Board and no one has authority to make purchases without a written order from his office for same. He approves all bills for purchases before they are presented for payment. He is in charge of the supply department where all supplies and text-books are kept on hand. Supplies for the schools are secured by requisition on the purchasing agent.

The following are the employees in the Business Department:

- 1 Secretary
- 1 Record Clerk
- 1 Bill Clerk
- 2 Bookkeepers
- 1 Stenographer
- 1 Telephone Operator

The Purchasing Agent is also assistant secretary and has under his direct supervision the following employees:

- 2 Stenographers and Clerks
- 2 Text-Book and Supply Clerks

In rush seasons additional help is frequently employed in the supply and text-book rooms.

Two gasoline trucks make deliveries for the Purchasing Department.

#### **BUILDING AND REPAIR DEPARTMENT.**

The Chief Engineer and Superintendent of Buildings is in charge of buildings and repair work, under the supervision of grounds and buildings committee of the Board. He has direct charge of the custodians, firemen, engineers, etc., at the school

buildings, the heating and ventilation, the general repairs to grounds and buildings, prepares plans and specifications for all new heating, ventilating, plumbing and drainage, electrical work, etc., and supervises the installation of same.

The employees of this department are:

- 1 Chief Engineer and Superintendent of Buildings
- 1 Draughtsman
- 1 Clerk and Stenographer
- 1 Superintendent of Repairs
- 1 Foreman of Repairs
- 1 Fire Warden and Supervisor of Custodians
- 162 Custodians, Engineers and Firemen

The department has constantly employed 1 painter, 7 plumbers, 5 steamfitters and helpers, 8 carpenters, 1 concrete worker, 1 electrician, 1 machinist, and 1 window shade maker and repairer. Other skilled workmen are employed as needed.

Two gasoline trucks make deliveries for this department.

#### **LIBRARY DEPARTMENT.**

- A Administration
  - 1 Librarian.
  - 1 Secretary.
- B Main Library
  - 10 Department Heads.
  - 46 Assistants.
- C Branch Libraries
  - 1 Superintendent.
  - 12 Branch Librarians.
  - 16 Assistants.
- D Library Training Class
  - 1 Head Teacher, assisted by other department heads.
- E The Nelson Art Gallery and The Daniel B. Dyer Museum are under the supervision of the librarian. One curator and one docent in charge of each.



## School Finances



THE revenue for maintenance of the schools is derived mainly from school taxes. The Board of Directors makes its own levy for taxes, certifying same to the county court. The county collector collects school taxes with other county taxes, turning the School District's portion over to the treasurer of the District, he being required by law to make annual settlement with the county court for all moneys received. The present rate of taxation is 12 mills, 9 mills being set aside for general purposes. This is for all school expenses, including salaries of teachers, administrative departments, janitors, all supplies, repairs and improvements to buildings, etc. This year two mills are set aside for Interest Fund and one mill for Sinking Fund.

The disbursements in 1915-16 were as follows:

Instruction and Supervision.....	\$1,414,234.24
Educational Supplies .....	74,265.00
Maintenance and Operation.....	327,247.97
General Adm. (Business Offices).....	68,079.90
<b>Total. . . . .</b>	<b>\$1,883,827.11</b>
Permanent Improvements .....	\$ 789,864.20
Bonds Paid .....	181,783.50
Interest Coupons Paid.....	278,985.08
Sinking Fund .....	36,993.76
Library, Current Expenses .....	110,222.27
Library, Permanent Improvement ....	39,830.41
<b>Total disbursements .....</b>	<b>\$3,321,506.33</b>

These moneys were all obtained by tax levies except the following:

State School Fund.....	\$139,933.41
County and Township School Fund.....	12,679.04
County Text Book Fund.....	35,956.31
<b>Total. . . . .</b>	<b>\$188,568.76</b>

### Approximate Disbursements — Current Expenses 1916-1917.

For Salaries:

Polytechnic Institute—

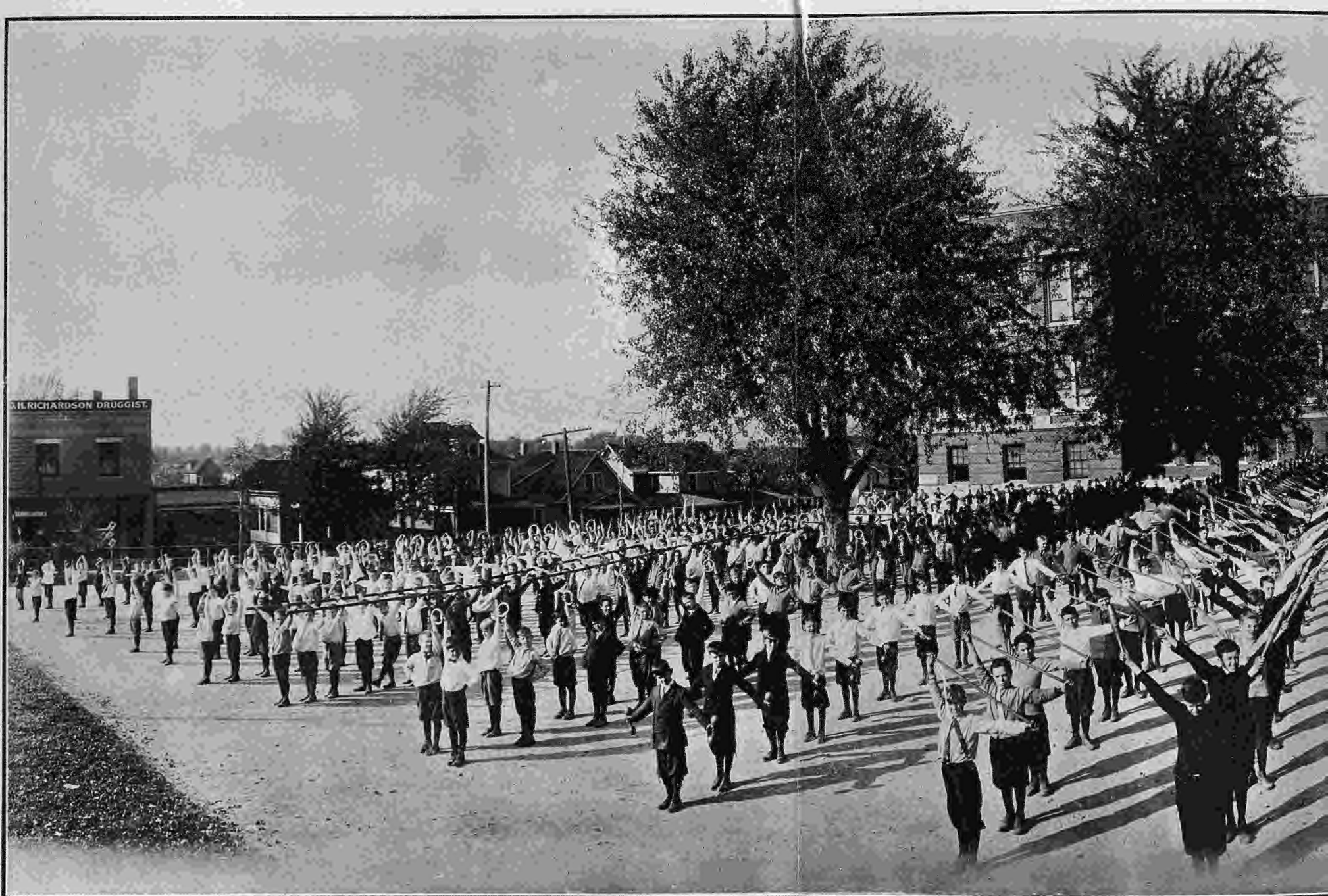
Junior College .....	\$ 30,000
Business and Mechanics Arts Department. . . . .	24,000
Teacher Training School.....	11,000
High Schools .....	340,000
Elementary Schools (exclusive of special schools and special subjects).....	780,000
Kindergarten .....	65,000
Special Schools .....	20,000
Domestic Science .....	32,000
Manual Training .....	35,000
Vocational and Prevocational Work.....	17,000
Physical Education .....	13,000
Night Schools .....	25,000
Summer Vacation Schools.....	4,000

For General Expense:

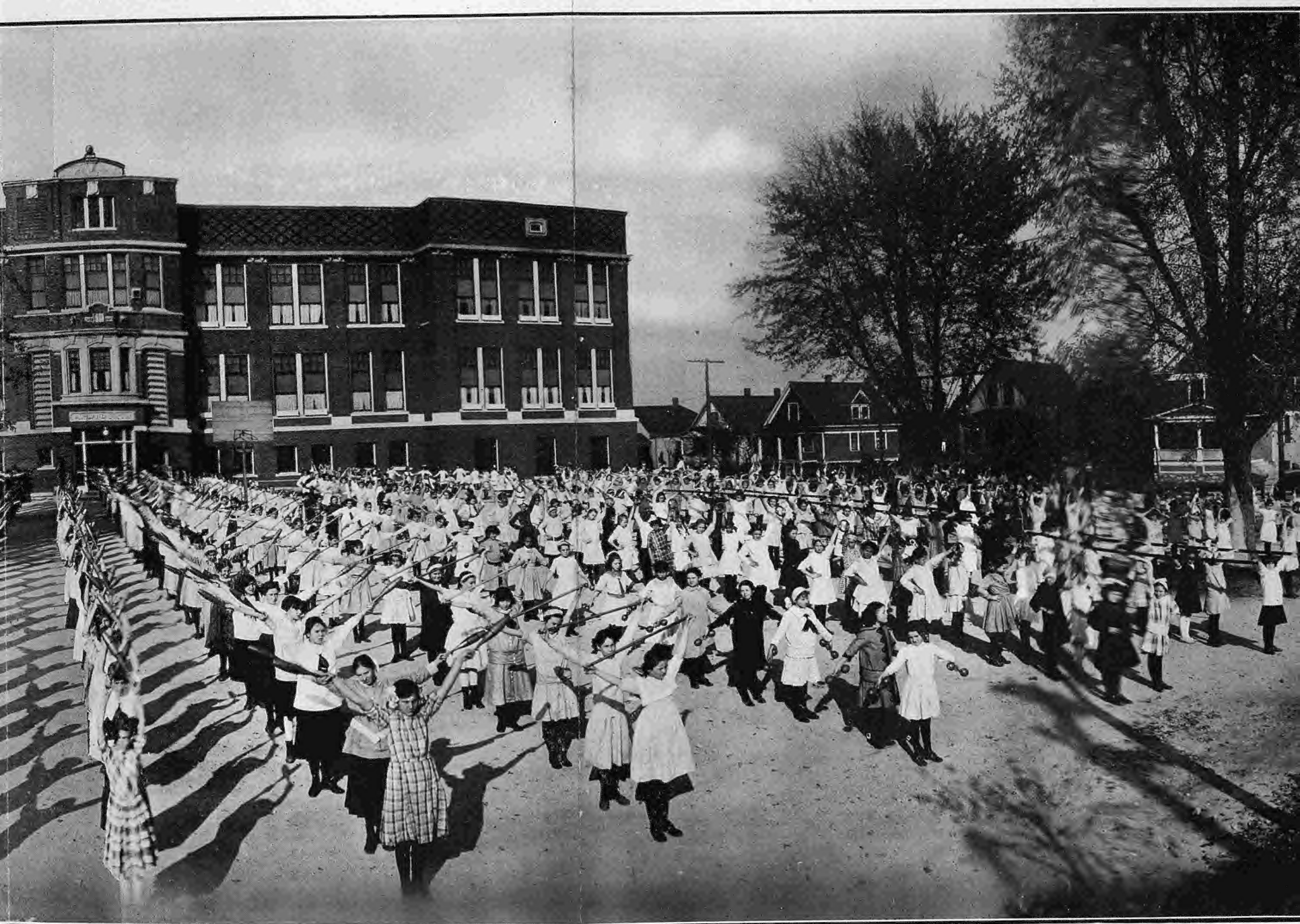
Janitor Service .....	125,000
School Plant Maintenance and Operation	200,000
Instructional Supplies .....	50,000
Text Books .....	35,000
Compulsory Attendance .....	8,000
Library .....	115,000
Supervision .....	50,000
Business Offices .....	63,000



*On Kersey Coates Drive.*







## School Buildings



URING the past four years the School District has expended four million dollars in improving its school facilities, by the erection of new buildings, remodeling, enlarging and improving old buildings. The growth of the city is such that a similar building program will be necessary for the next few years.

During this period two modern high school and eleven elementary school buildings have been erected. The largest of these elementary school buildings cost \$225,000, exclusive of the site and playground, and contains 24 class rooms, two gymnasiums, shower baths, assembly hall, open roof for playground and open air rooms, library, playrooms, dispensary and rest rooms. Two of the elementary school buildings are of the one-story type with lighting from above. The rooms are arranged around a court which serves as gymnasium and assembly room, making a very beautiful, economical and convenient type of school building. The new buildings have all the modern appliances and conveniences demanded in a twentieth century school building.

The following is a list of the larger new buildings and their cost, including sites:

Central High .....	\$ 627,489
Northeast High .....	609,094
Benjamin Harrison .....	97,515
E. C. White .....	89,472
Gladstone .....	154,722
Karnes .....	308,451
Kensington .....	134,311
McCoy .....	129,211
Mark Twain .....	150,911
Milton Moore .....	128,171
Swinney .....	133,785
Van Horn .....	109,479
William Cullen Bryant .....	139,211
<b>Total. . . . .</b>	<b>\$2,811,822</b>

Sites, enlargements and remodelings:

Kansas City Polytechnic Institute.....	\$ 20,816
Allen .....	27,946
Ashland .....	45,617
Askew .....	21,109
Bancroft .....	43,953
Bristol .....	22,491
Clay .....	51,491
Emerson .....	98,316
Garfield .....	18,365
Graceland .....	15,196
Greenwood .....	30,991
Hale H. Cook.....	25,244
Hamilton .....	13,548
H. C. Kumpf.....	33,252
Hyde Park .....	32,359
Irving .....	29,542
Jefferson .....	11,539
Linwood .....	34,021
Longfellow .....	50,185
Marlborough .....	18,911
Scarritt .....	43,945
Switzer .....	17,135
Thacher .....	36,101
Troost Avenue .....	18,338
Washington .....	49,787
Yeager .....	12,120
Library Building (to complete).....	246,019
Allen Library Branch.....	12,914
Louis George Library Branch.....	34,729
Shop and Supply Building.....	36,090
<b>Total. . . . .</b>	<b>\$1,052,070</b>

The expenditures were distributed as follows:

Sites and Improvement to Sites.....	\$ 502,052
Educational Equipment .....	125,512
Mechanical Equipment (heating, ventilating, plumbing and electrical).....	769,201
Buildings .....	2,667,126
<b>Total. . . . .</b>	<b>\$4,063,891</b>



# Certificates in Kansas City



AY, 1916, the Board of Directors revised the rules for certification of teachers, and established a class of professional certificates. These professional certificates are granted on credentials showing thorough professional and academic training. Certificates by examination are still granted. However, it is hoped that soon so many trained people can be secured that examinations will be rarely needed. In order to be eligible to take the examination for a certificate to teach in the elementary school or in the kindergarten, the candidate must have completed a four-year high school course and two years of additional work in higher schools or the equivalent of such work. In order to be eligible to take the examination for a certificate to teach academic subjects in high school, the candidate must present credentials showing graduation from an accredited college or university or the equivalent of such graduation. The examinations are thorough and searching, but are adapted to the kind of teaching that the person is to do.

The following extracts from the rules show the plan of granting professional certificates on credentials:

**Rule 135.** Certificates to teach in the public schools of Kansas City may be obtained by either of the two following methods:

First. By presentation of satisfactory transcripts of academic and professional courses taken in preparation for teaching, and passing such oral and written examination as may be prescribed in accordance with the regulations hereinafter provided, or

Second, By passing a complete oral and written examination on academic and professional subjects as herein-after provided.

## Elementary School Certificates.

**Rule 136.** I. First Method.—By submission of approved credentials.

In recognition of the professional character of teaching, persons who are graduates of an accredited college or an approved normal school having courses required for graduation equal to those in the University of Missouri, or in the normal schools of Missouri, may become eligible to elementary school certificates under the following conditions:

1. That the candidate present a satisfactory chronological transcript of his school work in preparation for teaching; that this transcript show at least sixty semester hours of college work for his normal school diploma, or

one hundred twenty semester hours for his college or university degree, and that this work include at least twenty-four semester hours of college work in education.

2. That the candidate shall submit this evidence of preparation in person and pass such oral examination as may be required.

3. That an examination may be required in any subject which the candidate may be expected to teach in the elementary schools and on which his transcript shows no courses or inadequate courses. The inadequacy shall be determined by the superintendent or the examining board.

4. That the candidate may also be required to write a thesis or take an examination on any general subject prescribed by the superintendent or the examining board.

## High School Certificates.

**Rule 137.** I. First Method.—By submission of approved credentials.

Persons who are graduates of an accredited college or university approved by the superintendent as having courses required for graduation equivalent to those in the University of Missouri, and satisfactory evidence of two years of successful teaching experience under approved conditions, may become eligible to receive high school certificates under the following conditions:

1. That the candidate present a satisfactory chronological transcript of his school work which shall show that he has done at least one hundred twenty semester hours of college work for his degree and that this work include twenty-four semester hours work in education.

2. That the candidate shall submit this evidence of preparation in person and shall pass such oral examination as may be required.

3. That this transcript of work must show that he has had courses that especially fit him for the work for which he is to be employed.

4. That in the absence of courses especially fitting the candidate for the work for which he applies or in case these courses seem inadequate, he shall write a thesis upon, or take an examination on any subject, special or general, that may be required by the superintendent or the examining board.

5. That in the absence of two years of successful teaching experience under approved conditions, but with academic preparation which meets the above requirements, the candidate may become eligible for a substitute's position only.

## School Principals.

**Rule 139.** I. First Method.—By submission of approved credentials.

Candidates for positions as school principals must show same qualifications as those required of high school teachers. In addition, the transcript of work must show special courses in school administration and supervision.

# Schedule of Annual Salaries

## Executive and Administrative Officers of the Board of Education.

(Unless otherwise stated salaries are for ten months' service.)

(Members of Board of Education serve without pay.)

Superintendent of Schools, 12 months.....	\$6,000
Assistant Superintendent of Schools, 12 months....	3,600
Secretary, 12 months.....	3,600
Purchasing Agent, 12 months.....	2,700
Librarian, 12 months.....	5,000
Chief Engineer and Superintendent of Buildings, 12 months.....	3,900
Superintendent of Repairs, 12 months.....	2,100

Architect, 3 per cent commission

## Supervisory Officers of the Board.

Two District Superintendents of Schools, 12 months, each.....	\$2,500
Research and Efficiency—Director, 12 months.....	3,300
Vocational and Manual Training Instruction—Direc- tor, 12 months.....	3,300
Teacher Training and Extension Work—Director, 12 months.....	3,300
School Gardens and Agriculture—Commissioner, 12 months.....	2,400
Assistant, 12 months.....	1,080
Physical Education—Supervisor.....	2,000
Two Assistants, each.....	1,300
Music—Supervisor.....	2,000
Assistant.....	1,300
Manual Training—Assistant Supervisor.....	1,250
Home Economics—Supervisor.....	1,650
Drawing—Supervisor.....	1,500
Assistant.....	1,000
Kindergarten—Supervisor.....	1,650
Assistant.....	1,000
Writing—Supervisor.....	1,650

## Principals—Elementary Schools.

**Rule 86.** Principals in charge of schools shall be paid according to the following schedule:

A two-room building.....	\$1,050
A three-room building.....	1,100
A four-room building.....	1,150
A five-room building.....	1,250
A six-room building.....	1,350
A seven-room building.....	1,450
An eight-room building.....	1,550
A nine-room building.....	1,650
A ten-room building.....	1,750
An eleven-room building.....	1,800
A twelve-room building.....	1,850
A thirteen or fourteen-room building.....	1,950
A building with fifteen rooms or more.....	2,000

Assistant principals of schools in a group in charge of a supervisory principal shall be paid according to the following schedule:

A one or two-room building.....	\$1,050
A three or four-room building.....	1,100
A five or six-room building.....	1,150
A building of seven to nine rooms.....	1,200
A building of ten or more rooms.....	1,250
Two Principals of large schools, each.....	2,250
Three Supervising Principals, each.....	2,250

The minimum number of pupils to constitute a room to be forty-five.

Recitation rooms and offices are not to be considered in counting the number of rooms to a building. Only regular school rooms occupied are to be considered.

In all buildings with six rooms or less, Principals shall teach a room.

In all buildings from seven to ten rooms (inclusive) Principals shall teach a division or class of a grade.

In all buildings of more than ten rooms the Principal shall teach at least the highest class in grammar, history or arithmetic.

No Principal shall be entitled to schedule pay until after two years' service as Principal in the Kansas City public schools, after which the years of service shall not be considered except in cases of promotion.

## Promotions.

In case of promotion to principalships or of promotion of Principals from smaller to larger schools, one-third of the difference between the salary the person received and the regular schedule salary for the school to which the promotion is made shall be added each year for three years, until the full schedule is reached, if the work each year shows advancement in teaching and governing; but this rule shall not apply to Principals of schools having four rooms or less.

## Elementary School Teachers.

**Rule 87.** Teachers in the grades and home economics shall be paid \$600 for the first year's service, \$650 for the second, \$700 for the third, \$750 for the fourth, \$850 for the fifth, \$900 for the sixth, \$950 for the seventh, \$1,000 for the eighth, provided each year's service shows advancement satisfactory to the supervision in teaching and governing.

Teachers of not less than four years of successful and approved experience in graded school work, when first employed by the Board of Directors, shall be paid \$750 for the first year.

**Manual Training Experienced Teachers** shall be paid \$780 for the first year's service, \$800 for the second, \$900 for the third, \$1,000 for the fourth and \$1,100 for the fifth year.

**Kindergarten Teachers** shall be paid \$600 for the first year's service, \$650 for the second, \$700 for the third and \$750 for the fourth year.



## *Schedule of Annual Salaries—Continued.*

**Substitute Teachers and Assistant Kindergarten Teachers** shall be paid \$300 for the first year's service and \$450 for the second year's service.

**Supervisors** shall be paid \$1,300 for the first year's service, \$1,400 for the second and \$1,600 for the third year.

There shall be no increase in salary unless each year's service shows advancement satisfactory to the supervision in teaching, in governing and in professional growth.

No teacher's salary shall be increased by reason of the annual increase of salary at any time during the scholastic year or any part thereof for which said teacher is under contract with the Board.

### **High School Principals.**

Principal Polytechnic Institute.....	\$4,000
4 High School Principals, each.....	3,300
1 High School Principal.....	2,500

### **High School Teachers.**

**Section 1.** High school teachers shall be classified as Head Assistants, First Assistants, Second Assistants, Third Assistants, Fourth Assistants and Fifth Assistants.

In any school 10% of the classified teachers may be Head Assistants, 10% First Assistants, 10% Second Assistants, 20% Third Assistants, 30% Fourth Assistants, and the remainder Fifth Assistants.

	First Year	Second Year.	Third Year
Head Assistant .....	\$1,800	\$1,850	\$1,900
First Assistant .....	1,650	1,700	1,750
Second Assistant .....	1,550	1,600	1,650
Third Assistant .....	1,450	1,500	1,550
Fourth Assistant .....	1,250	1,350	1,450
Fifth Assistant .....	1,000	1,100	1,200

All new or first appointments, part time teachers, substitutes, study hall teachers, special assistants, shall be unclassified, and their salaries fixed by the Board of Directors.

**Section 3. Promotions.** (a) Head Assistants shall be recommended by the principal of the school and confirmed by the Board of Directors. Head Assistants may be selected from the departments of English, Mathematics, Science, History and Civics, Ancient and Foreign Languages, and Manual Training, and not more than one from each department.

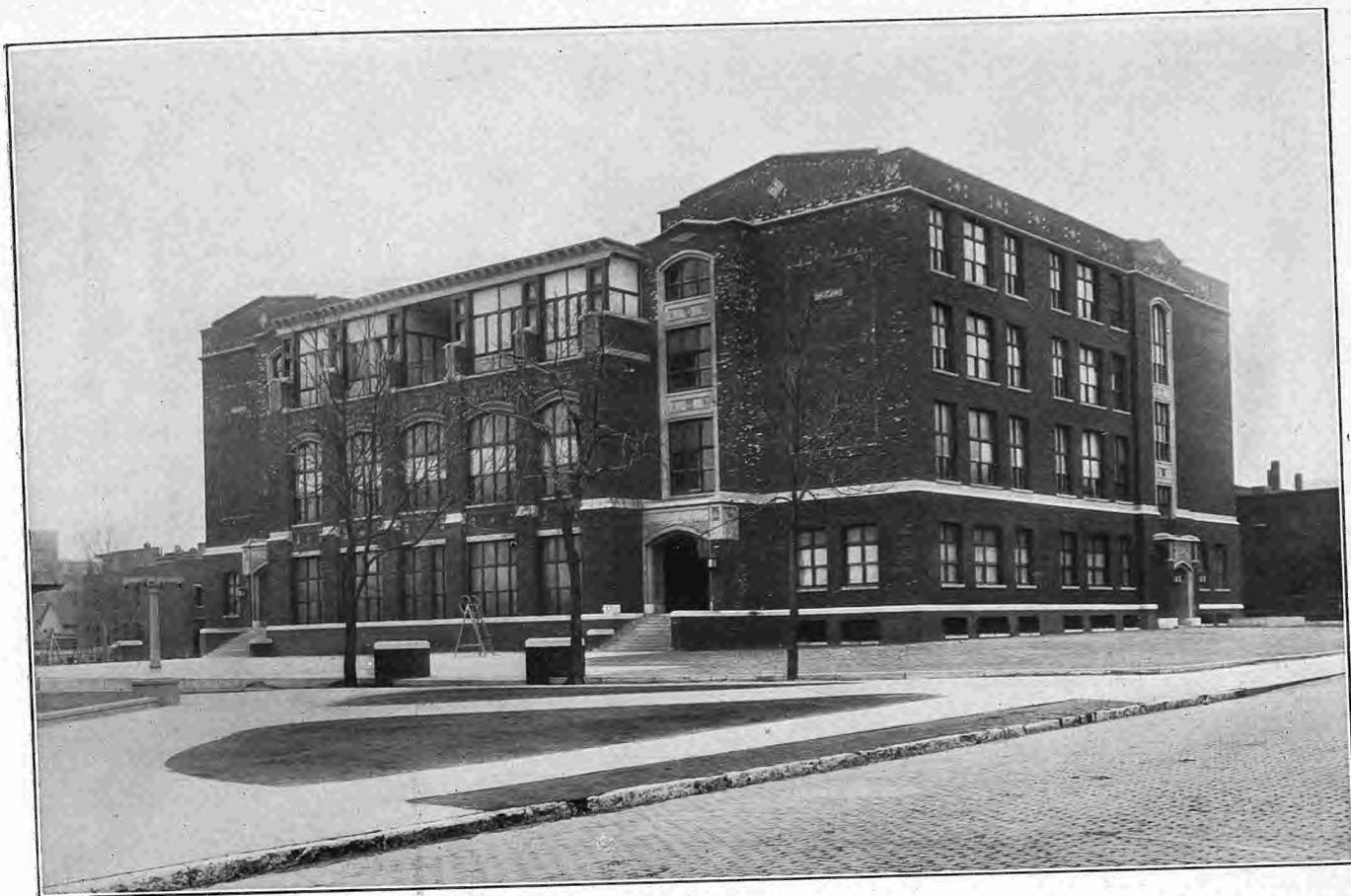
(b) The promotion of a teacher from an Assistant's position to a higher Assistant's position, shall depend upon scholarly, efficient and meritorious service with continued professional advancement and skill in management, and conditioned upon the recommendation of the principal and the department of superintendence; but within a group the advancement of a teacher shall be made under the schedule.

(c) The maximum salary of assistants in charge of study hall shall be \$1,000.

(d) The salary of any substitute, helper (to include helpers in Domestic Art and Domestic Science) or caretaker in any department shall be fixed by the Board of Directors.



*Attucks School (Negro) Opened 1906.  
The Lykins School is of the same type.*

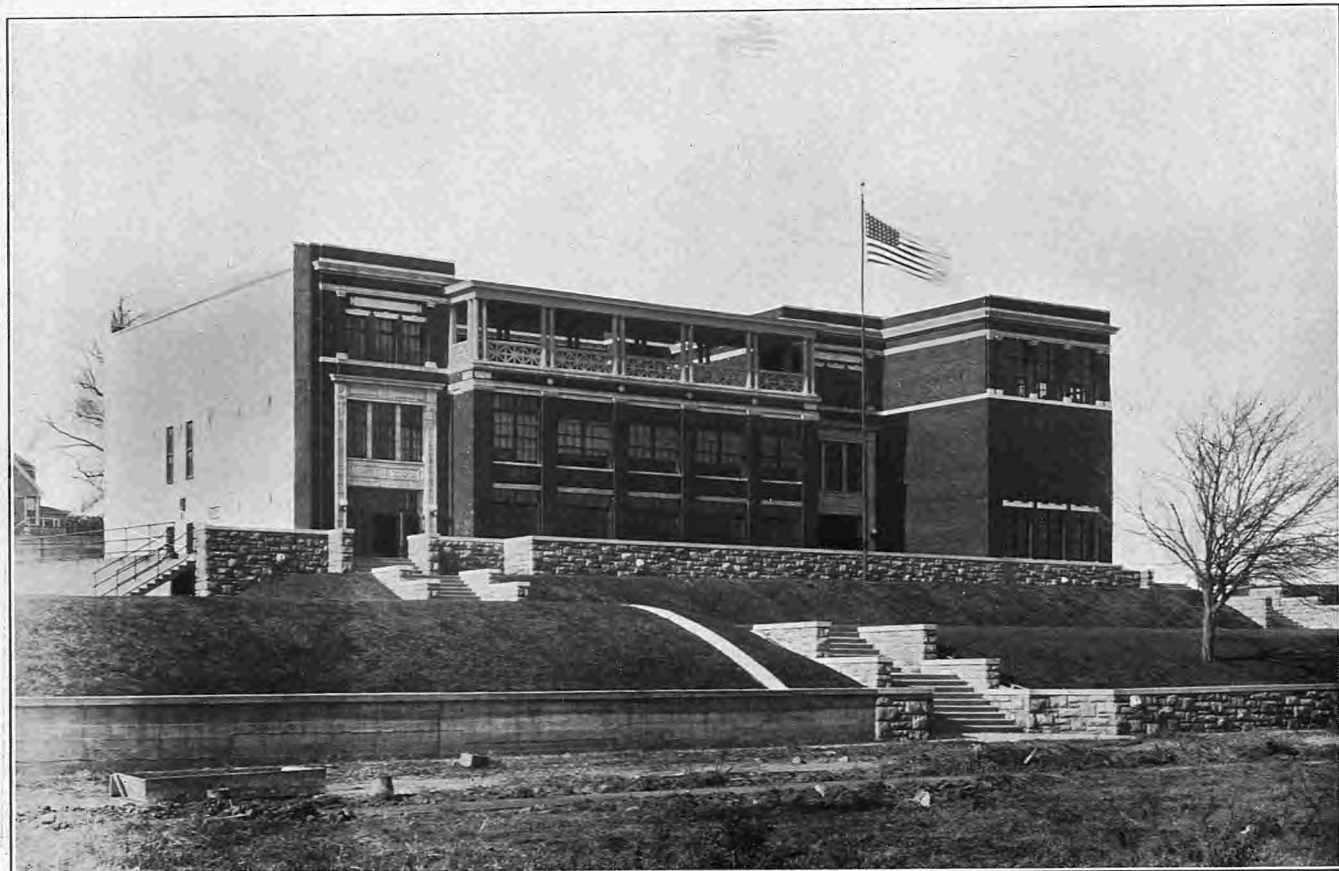


*Karnes School Opened 1915.  
The largest elementary school in the city.*

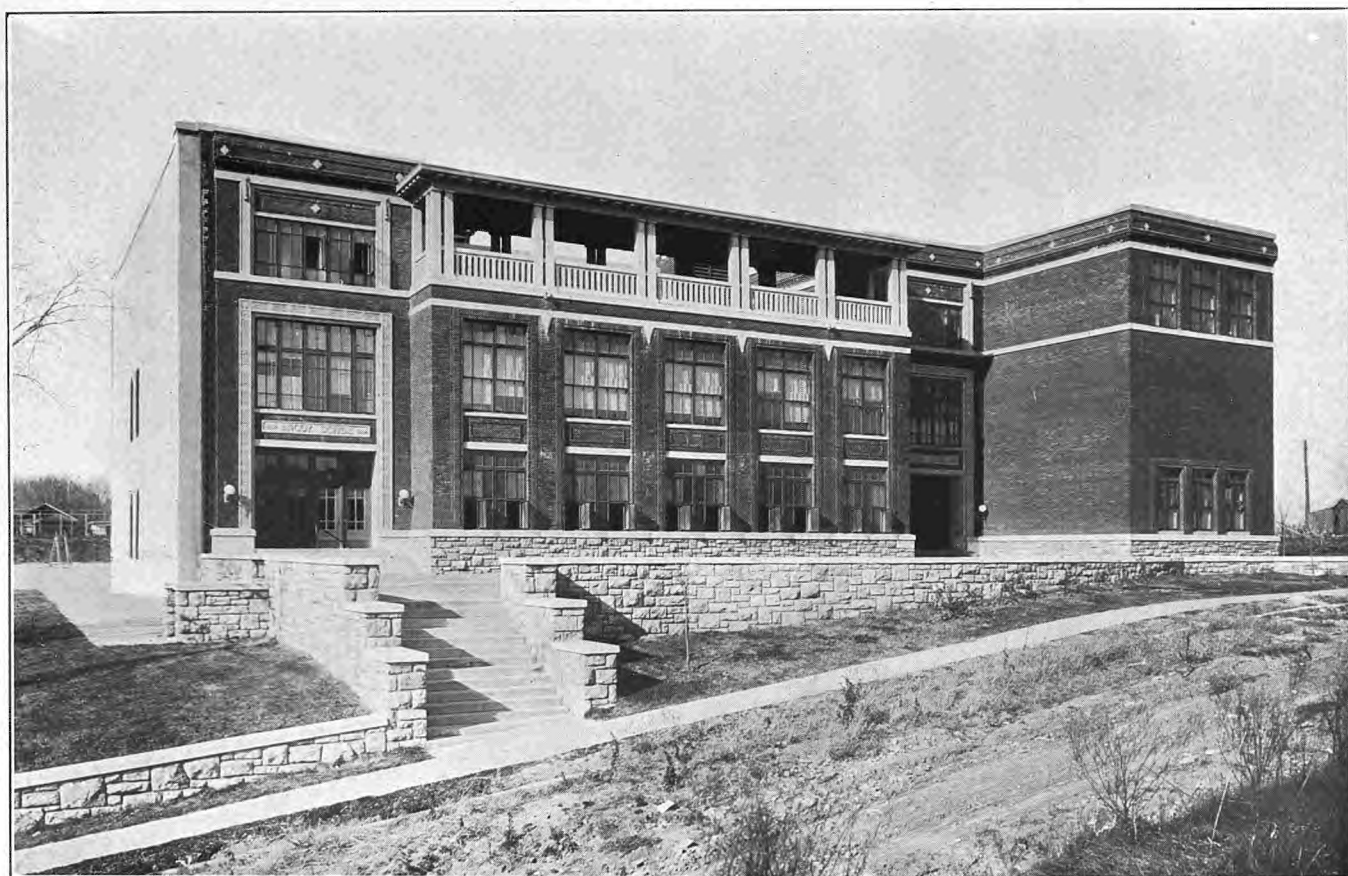


*Mark Twain School Opened 1914.  
A typical school of the one-story type. Kensington School is of the same type.*





*Gladstone School opened 1915.*

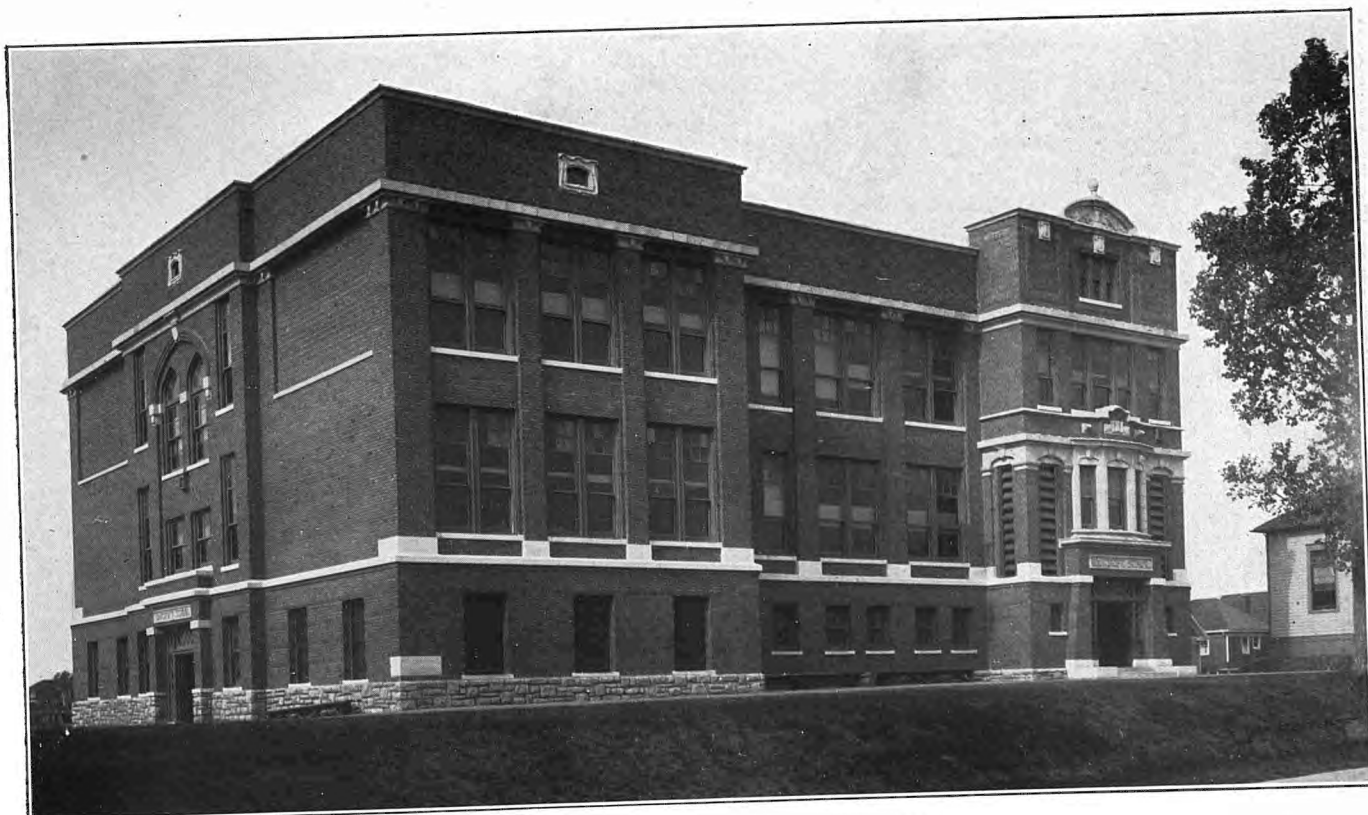


*McCoy School Opened 1915.*

*The cuts on this page show the more recent type of two-story school buildings. The William Cullen Bryant School building is on the same plan. Each of these buildings is incomplete and the other wing will be built when needed.*



*Benjamin Harrison School Opened 1914.*



*Bancroft School Opened 1910, Completed 1913.*

*The buildings on this page are of the same general type. The Bancroft building shows the completed structure. The Benjamin Harrison shows the first part of the building. The other wing of the Benjamin Harrison School will be added when the population increases in that section. The Allen, Sanford B. Ladd and Faxon Schools are of the same general type.*





*James School Opened 1910.*



*Van Horn School Opened 1913.*

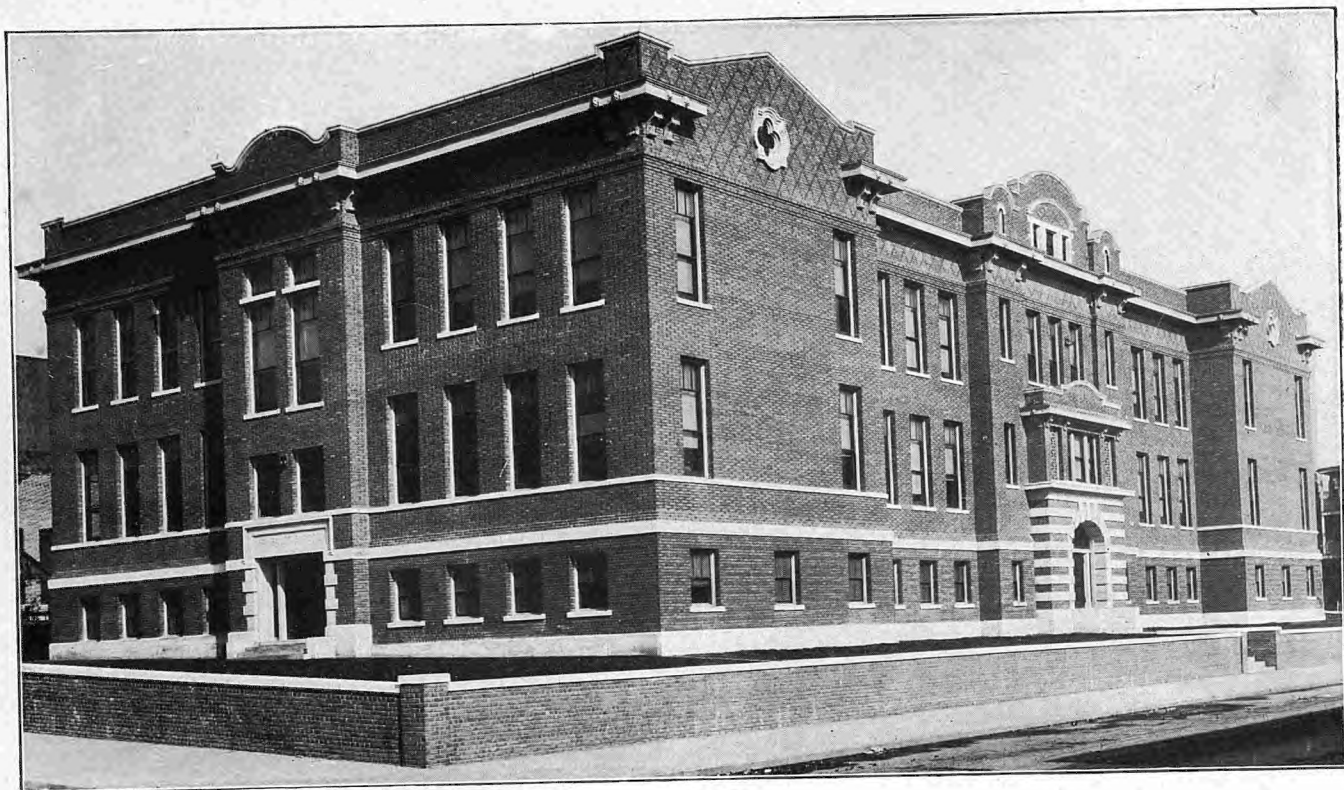


*Benton School Opened 1910.  
The Horace Mann School is of the same type.*



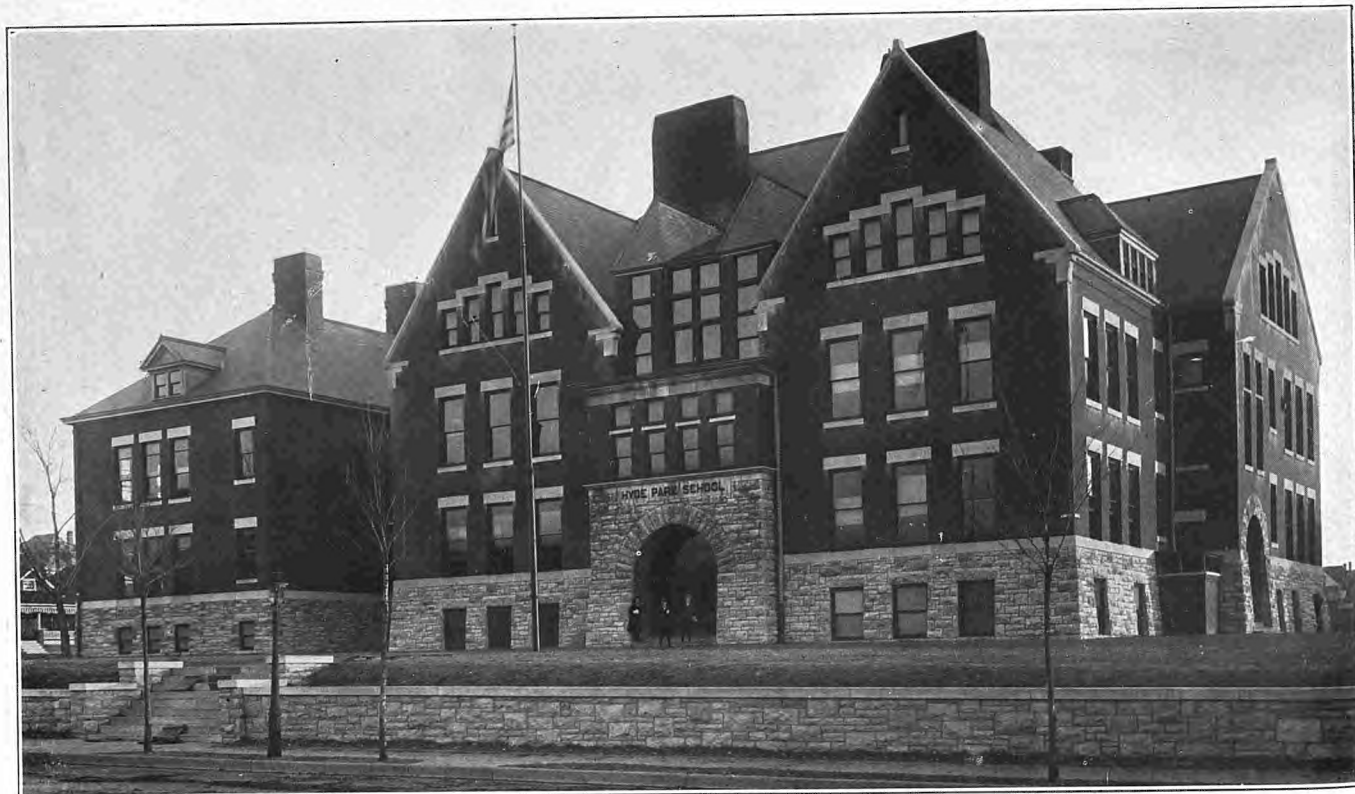
*Thacher School Opened 1900.  
Addition to building erected in 1914. Franklin School is of the same type.*





*Humboldt School Opened 1905.*

*The city has seventeen buildings erected five to fifteen years ago of the same general type as this building.*



*Hyde Park School Annexed to Kansas City 1899.*

*Addition constructed in 1913.*



*Garfield School Opened 1886.  
Addition to building was erected in 1910.*



*Morse School building and playground.*



## *The Kansas City Polytechnic Institute*



IN JUNE, 1915, the Board of Directors of the School District of Kansas City, Missouri, established the Kansas City Polytechnic Institute and authorized the organization and promulgation of courses which gave to the institution a distinctive place in the educational system of the city.

The founding of the Institute expressed the desire of the Board of Directors to meet more fully the educational needs of a great commercial and civic center than could be done through the agency of the traditional public school organization. The timely action of the authorities of the University of Missouri in bringing forward their plan of extend-



*Kansas City Polytechnic Institute Opened 1915.  
This is the Old Central High School Building. The first wing of this building was erected in 1884 and the second wing in 1892.*

ing the influence of the University through accredited junior colleges, was a potent factor in determining the action of the Board of Directors in establishing the institution, and also brought into its organization the dominating department.

In scope the field of the Polytechnic Institute is broader and for the most part without and beyond that covered by the high schools. The aim is

to provide opportunities not found elsewhere in the city school system for one to obtain a vocational, technical or collegiate training. The spirit of the organization is purposeful. Students who have previously obtained a reasonably complete general education may devote themselves to any particular subject or subjects necessary for immediate employment or they may concentrate their efforts upon

those courses which are prerequisites for entrance to professional training or to further study in senior college.

The organization for the first year, 1915-1916, included the following divisions: (Enrollment shown.)

Trade School .....	59
High School .....	108
Business Training .....	332
Mechanic Arts .....	76
Teacher Training .....	47
Junior College .....	234
<hr/>	
Total Enrollment .....	856

The Trade School, High School and Mechanic Arts divisions were overlapping in part with respect to content of courses, or personnel of instructors or equipment used. The Business Training, Teacher Training and Junior College divisions were independent organizations without points of contact.

In the light of the first year's experience with administrative, economic, and pedagogical problems, and in order to anticipate a larger enrollment in certain divisions, the Trade School division was transferred to the newly projected Lathrop School of Mechanical Trades, and the High School division was transferred to Manual Training High School.

The Institute with scope of work somewhat limited and aims somewhat modified, but with spirit unchanged began the second year of its existence with four divisions.

Business Training .....	408
Teacher Training .....	87
Mechanic Arts .....	83
Junior College .....	334
<hr/>	

Total Enrollment, First Semester...912

#### **SCHOOL OF BUSINESS TRAINING.**

The controlling purpose of this school is to fit the students for profitable employment in business pursuits and for the intelligent and efficient management of their own business interests.

An advisory board composed of twenty representative business men selected by the Board of Education, co-operated in the formulation of the course of study which seeks to relate the subject matter taught to the needs and practices of present day commercial life and to develop an intelligent appreciation of correct business ethics.

Owing to flexibility of organization and admin-

istration this school adapts itself to the needs of the ward school graduate, the high school graduate, and the special student of maturity. It is a noteworthy fact that only 23 per cent of the students now enrolled came to the School of Business Training directly from the ward school.

#### **SCHOOL OF MECHANIC ARTS.**

A six-year technical course, which lays special emphasis upon mathematics, the physical sciences, drawing, laboratory and shop practice, provides for a thorough elementary training in some of the subjects related to mechanic arts. The school has ample facilities for giving adequate preparation to students who plan to enter industrial pursuits or to take up the further study and practice of some phase of engineering.

To secure admission to the School of Mechanic Arts the applicant must present a certificate of graduation from a ward school or its equivalent. To enter upon the work of the fifth year, the applicant must meet the requirements imposed for entrance to the Junior College.

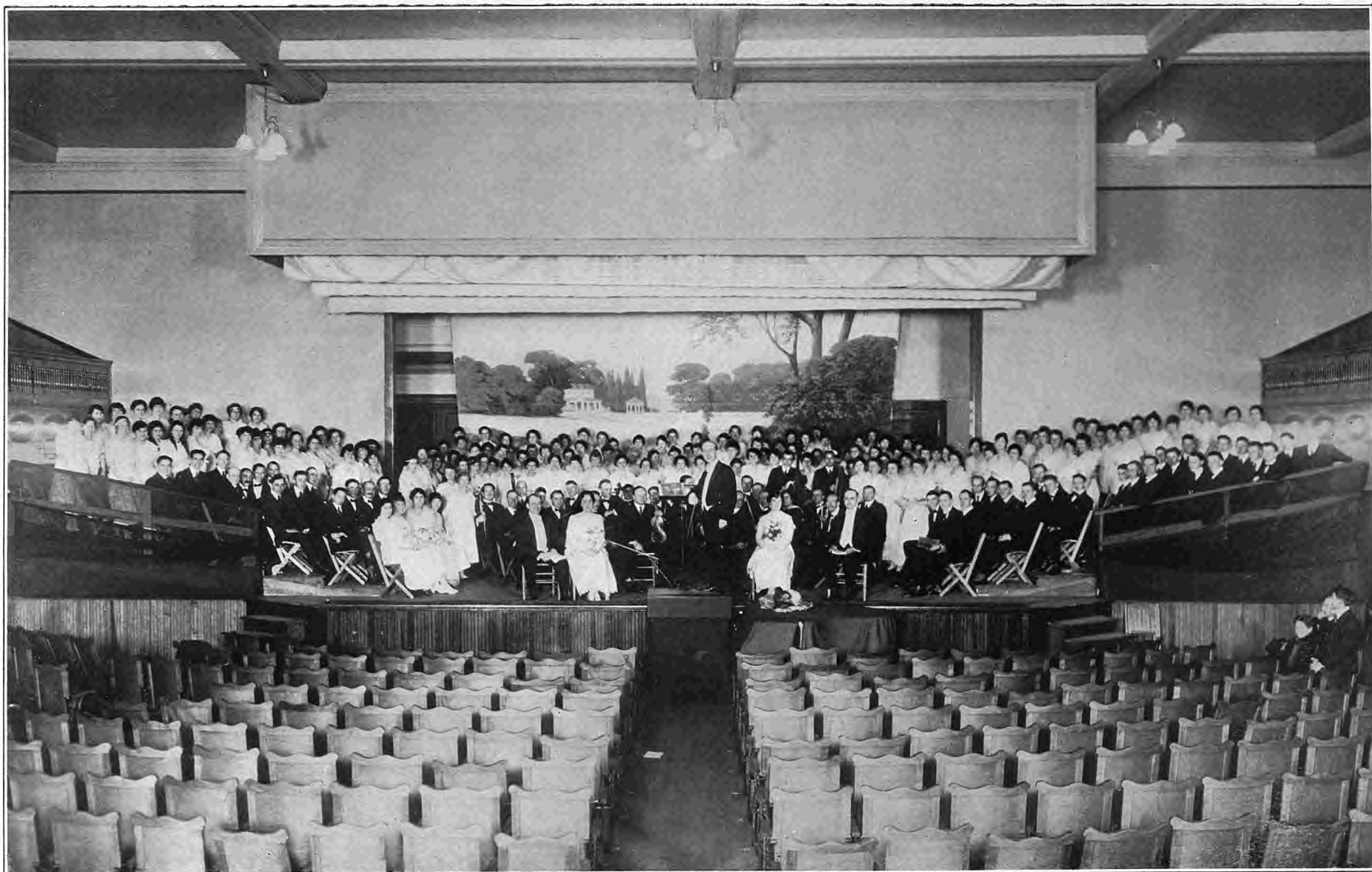
#### **TEACHER TRAINING SCHOOL.**

The Kansas City Teacher Training School was organized by the Board of Education to educate and train teachers for the elementary schools. For three years, 1912 to 1915, the school was conducted at the G. B. Longan School building, and a course of one year only was given. When the school building at Eleventh and Locust (the old Central High School building) was set aside by the Board for higher work in public education, the Teacher Training School was transferred to that building and became one of the departments of the Polytechnic Institute.

When the Polytechnic Institute was organized, it was decided to give a Junior College course two years in advance of the regular high school course. It seemed most fitting that the Teacher Training course should at the same time be extended to two years, in order to prepare our high school graduates better for the important work of teaching. This change became effective in September, 1915, when a group of about forty high school graduates entered upon the first year of a two-year Teacher Training course. Most of this group are now taking the second year's work and a new group of forty-eight entered in September, 1916, for the first year's work.

The following are the principal rules governing the Teacher Training School:





*Kansas City Polytechnic Chorus in the Oratorio "Elijah," December 6, 1916.*

*David Grosch, Director.*

**Course of Study.** The course of study in the Kansas City Teacher Training School shall consist of two years of professional work, including academic study of subjects to be taught, theory of teaching, observation and practice teaching.

**Graduation and Certification.** Graduates of the two-year course in the City Teacher Training School shall be eligible to appointment as substitute teachers in the public schools of Kansas City at \$45.00 per month. Any such graduate, without experience in teaching, must serve one year or more as a substitute teacher before he is eligible to appointment as a regular teacher. A person so serving and making satisfactory record shall be granted a certificate authorizing him to teach in the public schools of Kansas City. However, graduation from the City Teacher Training School in no way obligates the Board of Directors to employ or secure employment for any such graduate.

#### Requirements for Admission:

1. Only graduates of accredited high schools and academies who present fifteen acceptable units shall be eligible to admission to the City Teacher Training School. Each applicant for admission must file with the principal of the school a transcript showing the subjects taken in high school, the grade made in each subject, the length of time each subject was studied and also the number of months spent in high school or academy. Any student who has low and unsatisfactory high school grades shall not be eligible to enter.

Owing to the limited capacity of the City Teacher Training School only a small number of new students can be admitted each year. Those admitted shall be chosen from the applicants who are highest in rank in the list of eligibles.

2. Any person desiring admission to the City Teacher Training School must, in order to qualify, have had the following courses in high school or academy.

Three units in English.

One unit in Mathematics.

Two units in History, one of which must be American History and Government.

One unit in Geography.

One unit in Biology or Physiology and Hygiene.

One unit in Drawing.

One unit in Music.

One unit in Home Economics or Manual Training.

3. In addition to the above requirements for admission to the Teacher Training School, each applicant shall present himself for a personal interview, and for such oral and written examinations as may be required, in order to determine the applicant's fitness for the profession of teaching. These interviews will be conducted and the examinations will be set by the faculty of the City Teacher Training School, assisted by representatives from the office of the City Superintendent of Schools.

4. Each applicant must also furnish a health certificate as required of teachers in the public schools. Any applicant, who, on account of personal or physical defects, does not give promise of making a successful teacher, shall not be eligible to enter the Teacher Training School.

The course of study for next year is now in process of revision. It is being revised with a view of giving the students of the Teacher Training School the very best preparation for work in the elementary schools of Kansas City. As the needs of the elementary schools change from time to time, the course of study in the Teacher Training School will be revised to meet those needs. The course of study of this school will reflect the needs of the elementary schools as those needs are interpreted by the Superintendent of City Schools and his assistants.

In addition to regular class work in the Training School each student is required to do at least ten weeks' practice work in the grades of the public schools under the guidance of teachers specially skilled in class room work, these teachers to be known as Directors of Practice.

#### JUNIOR COLLEGE.

The Junior College meets the conditions of affiliation with the University of Missouri in conformity with the plan of that institution for accrediting junior colleges, and graduates of the Junior College division of the Polytechnic Institute are admitted without examination to junior standing in the College of Arts and Science of the University of Missouri upon certificates showing completion of sixty hours of prescribed work.

The requirements imposed for admission to the Schools of Education, Law, Medicine, Journalism and Commerce of the University are also fully met by approved courses given in the Junior College.

The organization and administration of the Junior College are on a college basis. Entrance requirements are the same as those imposed by the State University. The curriculum covers a period



of two college years of forty weeks each. For graduation the satisfactory completion of sixty semester hours of work, the equivalent of that given in the first two years in the College of Arts and Science in the University of Missouri is required as follows: (a) Six hours of English; (b) Five hours of History; (c) Five hours of Ancient Languages and Literature; (d) Five hours of Modern Languages; (e) Three hours of Mathematics, or Logic; (f) Five hours of Physical Science (Astronomy,

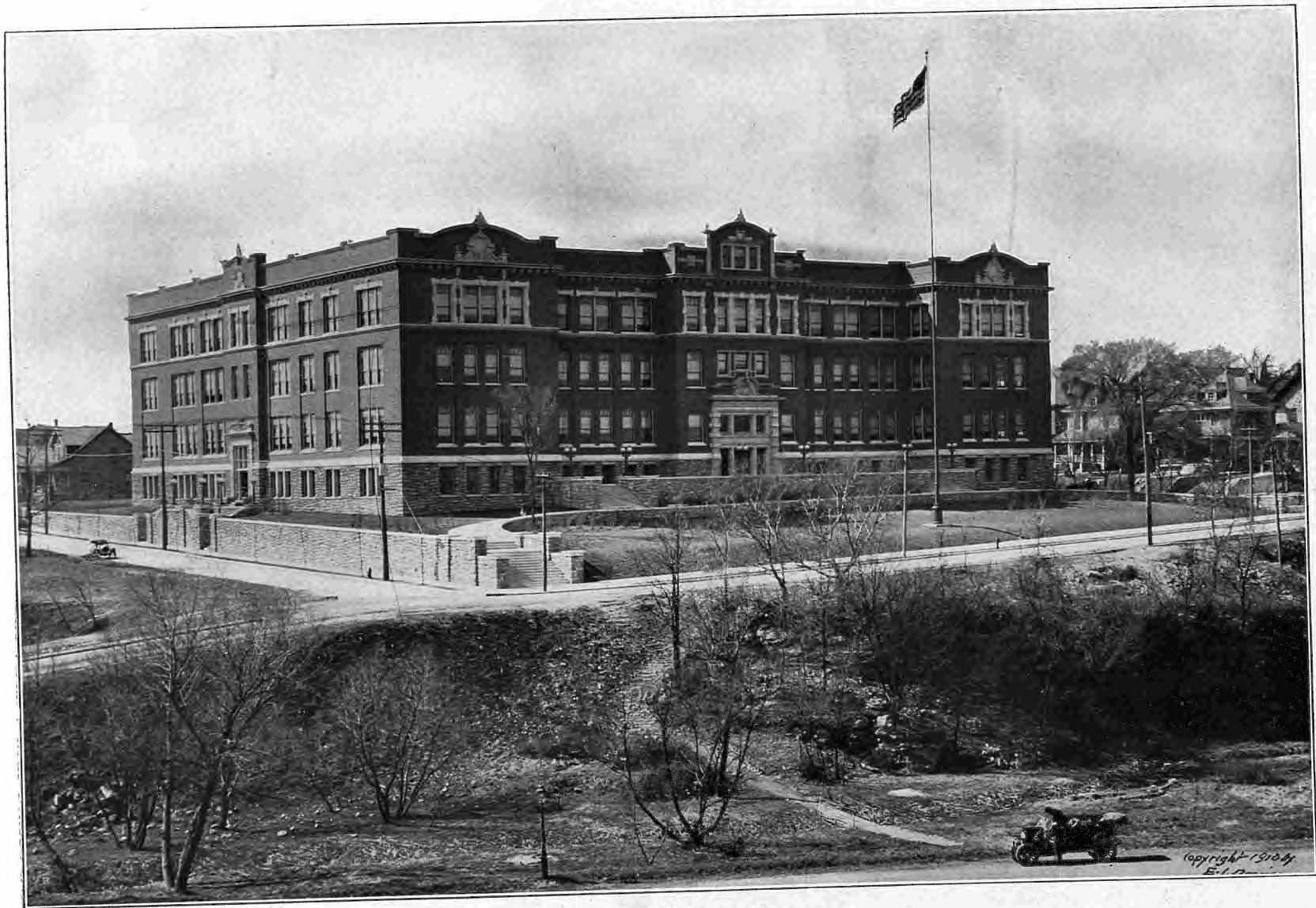
Chemistry, Geology and Mineralogy, Physics); (g) Five hours of Biological Science (Botany, Physiology, Zoology); Twenty-six hours elective.

Courses aggregating 343 semester hours are given by a corps of twenty-three instructors, thereby offering students many opportunities to meet prerequisites of the senior college and professional schools.

E. M. BAINTER,  
Principal Polytechnic Institute.



*Lincoln High School Opened in This Building in 1906.*



*Westport High School.*

*Westport became a part of Kansas City in 1899. Prior to the opening of this building in 1908, the Westport High School occupied a small building near its present location.*



# The High Schools



IT seems needless in this discussion to go into minutiae concerning our high schools. Since all who read it will be familiar with the general problems of the organization and administration of the cosmopolitan high school, it is unnecessary to give more than a general account of the high school situation as a whole in Kansas City; of our high school ideals; and of some of the ways in which we are endeavoring to bring these ideals to fruition.

## THE GENERAL SITUATION.

The remarkable growth of the Kansas City high schools in material equipment is emphasized in the illustrations. The increase in number of pupils has been even more surprising. The schools are—in spite of the enlarged facilities for taking care of greater numbers—very much more crowded than in former years. This is in part to be explained by the growth of population of our city: there has, however, been a great increase in the attendance as a result of increased faith in the efficacy of the high school as a means of preparation for the problems of life. The progressive policy of our school administration and the composition of our population have acted together to give a constantly growing extent and solidarity to the interest and belief in our school system shown by our people.

Our high schools are all of the cosmopolitan type, both in material equipment and in organization. However, the Manual Training High School, beside giving the general courses as outlined in the course of study, places special emphasis on commercial subjects, on certain features of manual training for boys, and on household economics for girls. For this reason, though the city is districted for the other high schools, pupils from all parts of the city may attend the Manual Training High School. While all the schools conform on the whole to this general type, we yet feel a strong conviction that each one has a distinct individuality, an attractive personality. One who knows the schools in an intimate, sympathetic way; who has had a close contact with their pupils and teachers in the informality of real friendliness; to whom the schools have opened their hearts; on whom they have spent their hospitality, senses this personality as a vivid, pulsing reality.

Only eight years ago but one of our high schools was in existence in its present location. Manual Training High School was opened in 1897; Westport High School, in its present location, in 1908; Northeast High School in 1914; Central High School, in its present location, in 1915.

During this rapid growth a peculiarly fortunate factor has operated toward establishing a sympa-



*Growth of Buildings of Central High School—our only High School until 1897.*

thetic friendliness among these schools; there has been much interchange of teachers. This interchange has effected an unusual acquaintance and even intimacy among the teachers of all the schools. This intimacy reaches the fine warmth of comradeship. Only this fall "Manual," impelled by this spirit, gave a reception to the teachers of the Polytechnic Institute and of all the high schools. This demonstrated beyond the previous belief of anyone the

## *The High Schools—Continued.*

good fellowship which pervades the entire group of high school teachers. That this spirit extends to and pervades the student bodies of the schools is shown by the good sportsmanship in athletics and other activities in which the schools are closely associated. One cannot help believing that this spirit of fellowship leads to finer and broader views of life, and also promotes deeper and more lasting friendships among both pupils and teachers.

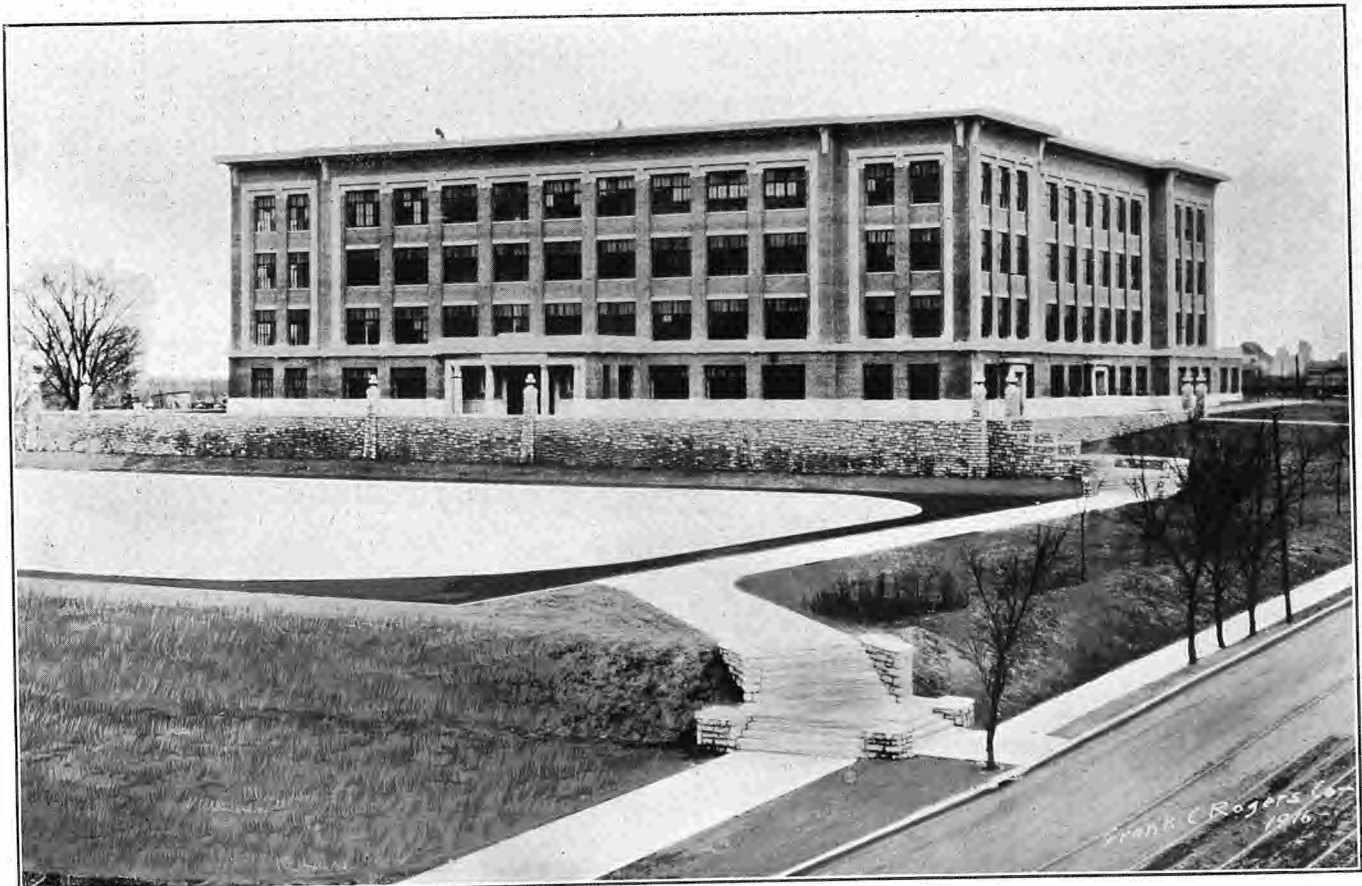
There has been for many years another influence in operation to give a powerful impulse to the development of our high school situation as it is. The policy has prevailed of trying to find qualified teachers, of giving them that reasonable freedom without which no person of ability can work at his best, and of giving credit for whatever of effective work is done.

The personal relation among pupils and teachers is sympathetic and friendly. This means a better understanding of each other by teachers and pupils in corridors and classrooms. Good order is to a large degree automatic and spontaneous. While student-government in the technical sense is not in operation in any of the high schools the

relation just mentioned helps to bring about a community interest and cooperation in most of the affairs of the schools that is just as effective.

A very significant contribution to educational practice has been made in our organization on a seven-four plan. This plan has been in effect here for many years and seems to have been sufficiently tested to justify some positiveness in the assertion of its value. We feel sure it means a gain of one year in the life of the pupils. The usual secondary courses are, in our judgment, pursued as successfully by our pupils who have spent but seven years in the grades, as by the pupils of high schools in cities where the elementary schools require eight years of work. The graduates of the Kansas City high schools enter all the colleges and universities on the same footing with the graduates of those of the cities which require eight years and are able to do the college and university work with equal success. This gain of a year is a matter of great value, and the organization by which it is effected is justified by the best educational philosophy.

As a matter of interest in our general situation the following table showing proportion of sexes in our high schools is inserted.



**CENTRAL HIGH SCHOOL.**

*After forty-seven years at Eleventh and Locust Streets—a downtown location. This school began life anew in its suburban location in 1915.*



High Schools.	Men	Faculty		Student-body (Jan. 1, 1917)		
		Women	Total	Boys	Girls	Total
Central. . . . .	20	31	51	696	902	1598
Manual Training . . . . .	26	31	57	565	655	1220
Northeast. . . . .	21	32	53	547	788	1335
Westport. . . . .	26	37	63	753	885	1638
Lincoln. . . . .	12	7	19	195	296	491
*Totals. . . . .	105	138	243	2756	3526	6282

\*Pupils of secondary rank in the Business and Mechanics Arts Department of Polytechnic Institute are not included in these totals. Teachers in Polytechnic Institute are not included.

### COMPARATIVE SCHOOL DATA.

The table given below includes data of interest in considering high school situations in the United States.

	Total enrollment in day elementary and high schools.	Enrolled in day elementary schools.	Enrolled in day high schools.	Per cent of total enrolled in high schools.	Graduates of day elementary schools 1915-1916.	Graduates of day high schools 1915-1916.	Approximate per cent of all pupils completing high school.	Teachers in day elementary schools.	Teachers in day high schools.
New York . . . . .	890333	805777	84556	9.5	48690	6163	7.4	16969	2110
Chicago. . . . .	349452	318686	30766	8.6	20867	4694	14.3	6955	999
Philadelphia. . . . .	216474	199598	16876	7.8	4771	2150	10.6	4648	804
Boston. . . . .	124114	105458	18656	15.	7289	2199	18.8	2722	549
Cleveland. . . . .	101383	92053	9330	9.2	4822	1211	12.7	2449	415
St. Louis . . . . .	89250	81472	7778	8.7	4632	829	9.9	1960	382
Baltimore. . . . .	80814	74869	5945	7.3	2313	688	9.1	2051	222
Newark. . . . .	71131	65913	5218	7.3	3392	485	7.3	1551	237
Milwaukee. . . . .	59798	53772	6026	10.1	3097	788	14.0	1376	212
New Orleans. . . . .	47116	44809	2307	4.9	1856	330	7.5	1071	112
Kansas City, Mo. . . . .	46403	39661	6742	14.5	2540	833	19.0	1080	243
Jersey City . . . . .	42334	37936	4398	10.4	3604	466	11.7	920	160
Indianapolis. . . . .	39383	34190	5193	13.2	2430	693	18.7	974	223
Seattle. . . . .	38009	31589	6420	16.8	2439	924	25.9	884	277
Providence. . . . .	37556	33786	3770	10.	1649	384	10.9	805	169
Denver. . . . .	32151	27235	4916	15.2	1839	644	21.3	768	197
Portland, Ore. . . . .	31512	25933	5579	18.	2536	764	25.8	771	239
Toledo. . . . .	30264	27346	2918	9.6	1082	264	9.3	807	101
New Haven . . . . .	28766	25102	3664	12.7	1450	525	19.4	675	117
Columbus. . . . .	28395	23885	4510	15.9	1506	587	22.0	695	187
Omaha. . . . .	27214	23754	3460	12.7	800	375	14.7	728	137
Atlanta. . . . .	25211	22363	2848	11.3	1049	300	12.7	540	103
Paterson, N. J. . . . .	22986	20679	2307	10.	1130	259	12.0	518	82
Bridgeport, Conn. . . . .	20550	19000	1550	7.5	750	225	11.6	515	65
Syracuse. . . . .	19647	17068	2579	13.1	1007	343	18.6	500	117
Grand Rapids . . . . .	18280	15615	2665	14.6	888	303	17.6	577	85
Cambridge, Mass . . . . .	17349	14689	2660	15.3	1203	341	20.9	411	112
Dayton. . . . .	17204	14481	2727	16.	1001	490	30.3	401	91

### IDEALS.

No school can be properly interpreted except in the light of a clear comprehension and appreciation of its ideals, of its own conception of its reason for being. So it seems in order to give a brief statement of the fundamental ideals underlying the equipment, organization and administration of the Kansas City High Schools.

It is a matter of course now-a-days that the schools must serve every phase of the pupils' development. The high school must give the pupils an increased preparation for the successful performance of the day's work of life; it must also give them that broader outlook, that more thoughtful and judicial attitude, that will render them capable of greater service to the community; it must give them those ideals that will make them dynamic factors in society. The high school will have failed of its largest value to the pupil and to the city unless the young people who are brought under its care and training leave it with an increased interest in social advancement and community welfare. The increased leisure and influence which the high school training should eventually yield to them should become an asset of enormous value to the community; one of the most serious obligations of the school authorities is to see that the necessary ideals of service and cooperation are developed.

The entire policy of our high schools is based upon the principle that every activity of the school must take the pupil into account not only as an individual but also as a potential element in society. Of course this ideal is not at present realized in its entirety, but we feel sure of a strong, definite momentum toward its fulfillment.

### MEANS OF WORKING OUT OUR IDEALS.

In the belief that the course of study is a significant index of the adaptation of the school to the diverse needs of its pupils, and that it will be of considerable interest to any of our visitors who wish something more than casual knowledge of our high schools, a very full outline of our course of study and of our requirements for graduation is inserted here. It will at once be apparent that the offerings are quite numerous and the latitude allowed the pupil in the matter of courses counting toward graduation is very wide. Formerly each high school determined its own requirements for graduation, with only very general regard for what was done in the other high schools. Two years ago the plan outlined below was adopted by all the schools after careful investigation and consideration of the general theory of secondary education

and of our own local problems. We believe the course as worked out and presented here constitutes a definite contribution toward the bringing of high school curricula into closer accord with modern educational philosophy. The University of Missouri has been markedly progressive in fixing her entrance requirements and this has been of material assistance to us in the formulation of our own graduation requirements.

### THE COURSE OF STUDY.

The courses offered provide for a systematic and practical training for the student whose formal education may not extend beyond the high school. It is also arranged to give adequate preparation for the student who wishes to extend his education in the college or technical school.

The choice of studies is arranged in part to meet the natural interests and plans of the pupils and in part to follow the principle of sequence by which sufficient continuity is secured in the work of the several departments to provide against a fragmentary and irregular course.

The following groups of subjects are offered:

- Group I. English, four years.
- Group II. Mathematics:
  - Algebra, one and one-half years.
  - Geometry, one and one-half years.
  - Trigonometry, one-half year.
  - Advanced Algebra, one-half year.
- Group III. Ancient Languages:
  - Latin, four years.
  - Greek, two years.
- Group IV. Modern Languages:
  - German, four years.
  - French, four years.
  - Spanish, four years.
- Group V. Science:
  - Physiology, one-half year.
  - Botany, one-half year, or one year.
  - Physiography, one-half year, or one year.
  - Zoology, one-half year.
  - Chemistry, one year.
  - Physics, one year.
  - Psychology, one-half year.
  - \*Steam and Electricity, one year.
- Group VI. History:
  - Civics, one-half year.
  - Ancient History, one year.
  - Med. and Mod. History, one year.
  - American History, one year.
  - Industrial History, one-half year.
  - Political Economy, one-half year.
- Group VII. Commerce:
  - Bookkeeping, two years.
  - Stenography, two years.
  - Commercial Geography, one-half year.
  - Commercial Arithmetic, one-half year.
  - Commercial Law, one-half year.



Group VIII. Miscellaneous:

Penmanship, one-half year.  
Typewriting, two years.  
Drawing and Designing, four years.  
Mechanical Drawing, four years.  
Joinery, one year.  
Turning and Pattern Making, one year.  
Forging, one year.  
\*Machine Shop Practice, one year.  
\*\*Domestic Art, two years.  
\*\*\*Domestic Science, two years.  
Music, three years.  
Elocution, two years.  
Public Speaking, one year.  
Physical Training, four years.

\*Offered only in Manual Training High School.

\*\*Four years offered in Manual Training High School.

\*\*\*Three years offered in Manual Training High School.

**Requirements for Graduation.**

A minimum of fifteen units or thirty credits is required for graduation. Of these twelve units or twenty-four credits must be selected from Groups I to VII inclusive. The remaining three units or six credits may be selected from Groups I to VII, or their equivalent from Group VIII.

A "unit" represents a year's passable work in a subject requiring five recitations per week or the equivalent.

A "credit" represents a half year's passable work in a subject requiring five recitations per week or the equivalent.

Because little preparation outside of the class room is required in the subjects in Group VIII, two of these subjects are accepted as the equivalent of one in the other groups.

No credit will be given for a half year's work in a modern language or in any subject requiring a full year's work for its completion.

Locally the term "Solid" has been applied to the subjects in Groups I to VII, and "Non-solid" to the subjects in Group VIII.

Of the required twenty-four credits the following are specified:

English .....	6	Science .....	2
Mathematics .....	2	History .....	2*

The remaining required credits must be selected in compliance with the following conditions:

In addition to the requirement in English there must be offered one major sequence of at least six credits and one minor sequence of at least four credits from groups II to VII inclusive. A second minor sequence of at least four credits must be offered from groups II to VIII inclusive.

Pupils enrolling for Joinery or Turning and Pattern Making must take at least one year of Mechanical Drawing.

Pupils enrolling for Sewing must take one year at least of Drawing and Design.

Chemistry is a requisite for advanced Cooking.

\*In addition to the foregoing, the Manual Training High School requires of each pupil two years of Drawing and two years of Manual Training.

**GENERAL ACADEMIC COURSES.**

These courses are in general of the same type as those maintained by good high schools throughout the country. It is of note, however, that in the last few years there has been a careful study of these courses by cooperating groups of teachers from all the high schools with a view to making revisions to adapt the courses more fully to the changed conceptions of the educational value of different phases of these subjects. As a result of this revision there have been many changes in content and methods and corresponding increases in the value of the courses.

**DRAWING—HOME ECONOMICS—MANUAL TRAINING.**

In any of the high schools it is possible for a pupil to take work in either drawing or home economics for at least four years. In general it is true that four years of work are offered in freehand drawing and design; four in mechanical drawing; two in cooking; two in sewing; two in woodwork; two in iron work. It should be stated, however, that in all the schools more than these amounts of work may be done in certain of these lines. In some of the schools, for instance, a course in commercial drawing is given in addition to the regular four years of work in drawing. The equipment for these lines is generous and is being increased as rapidly as possible. The courses themselves are subject to constant revision in obedience to the rapid evolution in the pedagogy of these subjects in the past few years. In general the content of the courses has been governed by the desire to enrich the pupils' lives both by enlarging their visions and their appreciations and by giving them training that can function immediately in their everyday life.

**SOCIAL LIFE.**

The great general problem of socialization of the work of our schools has led among many other results to a closer study of the problem of student relations outside the classroom and outside the school. One tangible result of this study is a conviction that the school should initiate plans whereby it will fill a larger and larger place in the consciousness of the people, whereby it will be transformed into the real center of the social life of its district, into the real focus of community interest. All the schools are therefore giving more attention to the social life of their pupils and social affairs of various kinds, "mixers," etc., are frequent in all under the supervision of teachers. Westport is trying

out the plan of having a faculty adviser to girls who shall have general oversight over social activities among the pupils and shall be available at all times to help the girls solve wisely the many problems that come into their lives.

All the schools have once or more during each year a "Patrons' Night," when all parents in the district are invited to spend the evening in the school. At this time the principal has an opportunity to talk over with the parents questions of common interest, the parents and teachers have an opportunity to get better acquainted, and the parents learn what of equipment is provided for their children's education and see the products of their children's work wherever it can be shown in material products.

#### CLUBS—PUBLICATIONS.

In all the high schools there are literary, debating, German, French, Spanish and other clubs. With the revision in method of classroom procedure in recent years these clubs in the nature of things become chiefly adjuncts to the social orientation of the pupils. As such they are of justifying value, and a clearer perception of means of more complete socialization of the school activities will render them still more helpful in the life of the pupils.

In each of the schools a group of pupils elected by the student-body issues an annual; in Central and Northeast there are publications issued several times a year by the group who edits the annuals. In Manual and Westport school newspapers are issued, the Westport "Crier" appearing bi-weekly, the "Manualite" weekly. The "Manualite" is unique in that all the work of publication, including the printing, is done in the school by the editorial staff. These school papers are well supported by the student-bodies and serve a very important office in the school life, assisting in the propagation of school spirit and in keeping a fine edge on the interest in school activities. The benefit to the editorial staff is, of course, very great indeed.

Musical organizations of various sorts, glee clubs, orchestras, etc., are maintained in all the schools; and in addition to their benefit to the members these organizations play a definite part in the work of giving force and solidarity to the community spirit of the schools.

#### INTERSCHOLASTIC RELATIONS.

The general attitude of the high schools toward each other has been explained at another place.

In the winter there is an interscholastic series of basket-ball games which arouses great enthusiasm

and does much to bring the schools into closer acquaintance and friendship.

In the spring the athletes of the schools contest in track meets arranged by the universities of Missouri and Kansas and by the Kansas City Athletic Club. As a culmination of the year's athletics the four schools meet in a great "Quadrangular Track Meet." For this meet the students are divided into four classes so that the work of the smaller and younger boys counts as much toward winning the city championship as that of the older and heavier ones. About two hundred boys compete in this meet, and the day is one of the great ones of the year.

For both boys and girls there is a debate contest among the schools and the enthusiasm over these events runs high. A very workable plan for these contests has been developed, and the returns from them to students and to the schools as a whole have been great.

Another attractive contest between the four schools is the music contest. This contest comes as the climax of the year's musical activities in the schools and adds much of zest to the work in music classes as well as in the musical organizations.

#### BRANCH LIBRARIES.

The development of the Kansas City Public Library as a part of the school system of the city has been unique. One of the fortunate by-products of this relation has been the establishing of branch libraries in the two newest high schools. The Westport High School is only a few blocks from the Allen Branch Library so that it too shares in the benefits of the relation, though in a less convenient way than the other two. As a partial compensation Westport and Manual have small working libraries of their own. The aggregate value of these branch libraries to the city is beyond any estimate.

#### COMMERCIAL SUBJECTS.

Courses in the subjects included under this head are maintained in all the schools. More emphasis is given to these subjects, however, in the Manual Training High School, where a regular four-year business training course is offered. In all the schools a considerable amount of such work may be offered toward graduation from the general course, and this opportunity is used by large numbers in all the schools. The opinion increases among us that wisely built courses in these subjects have an educative value quite as great as that of any other group, and that a recognition of this



value not only justifies but demands the acceptance of these subjects for college entrance on an equal footing with any other subjects.

#### **PHYSICAL TRAINING.**

Physical training for both boys and girls is maintained in all the schools. However, only Central and Northeast have two gymnasiums; so in Manual and Westport, boys must use the gymnasium one-half the day and girls the other half. The possession of greater facilities makes it possible for Central and Northeast to undertake more extensive plans in the way of corrective gymnastics and to reach a much larger proportion of their student-bodies in the general work. These two schools have swimming-pools and include swimming in their general scheme of training. Central and Northeast have outdoor tracks and are able to do a great deal of outdoor track and field work that is impossible to the other two schools. The Park Board has been generous in allowing the Westport athletes to use nearby parts of the park system for outdoor work and this enables them to do considerable such work. The past two years the girls at Westport have had hockey teams and these have taken a great many girls into outdoor sport. Tennis is very popular and

there are many tennis enthusiasts in all the schools. The Park Board provides many tennis courts in various parts of the city, though interest in the game grows faster than the number of courts.

The Board of Education has decided to put military training into all the high schools as soon as provision for it can be made, and plans for carrying on this work the last half of this year are in effect. The plan is to make one year of physical training compulsory, allowing the pupil to choose between the work in the gymnasium and military training.

#### **LINCOLN HIGH SCHOOL.**

For the colored children of Kansas City the Lincoln High School is maintained. This school was formerly largely devoted to the teaching of college preparatory subjects. Recently this condition is being reformed and increasing stress is placed upon industrial subjects. Good courses are now given in woodwork, gas engines, sewing and cooking. This change in direction of development should make this school a growing influence in the solution of the city's educational problems.

B. M. STIGALL,  
Vice-Principal of Polytechnic Institute.

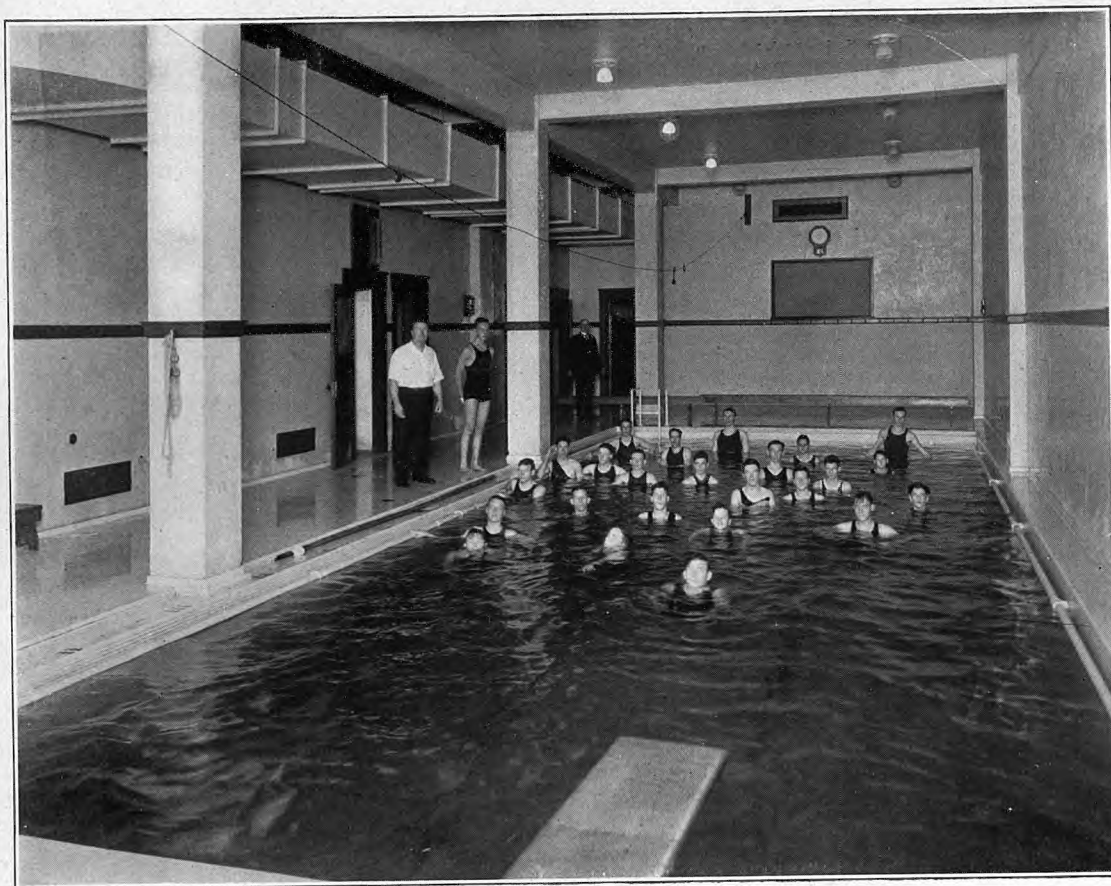


*Lunchroom at Westport High School.*



*Manual Training High School Opened 1897.*

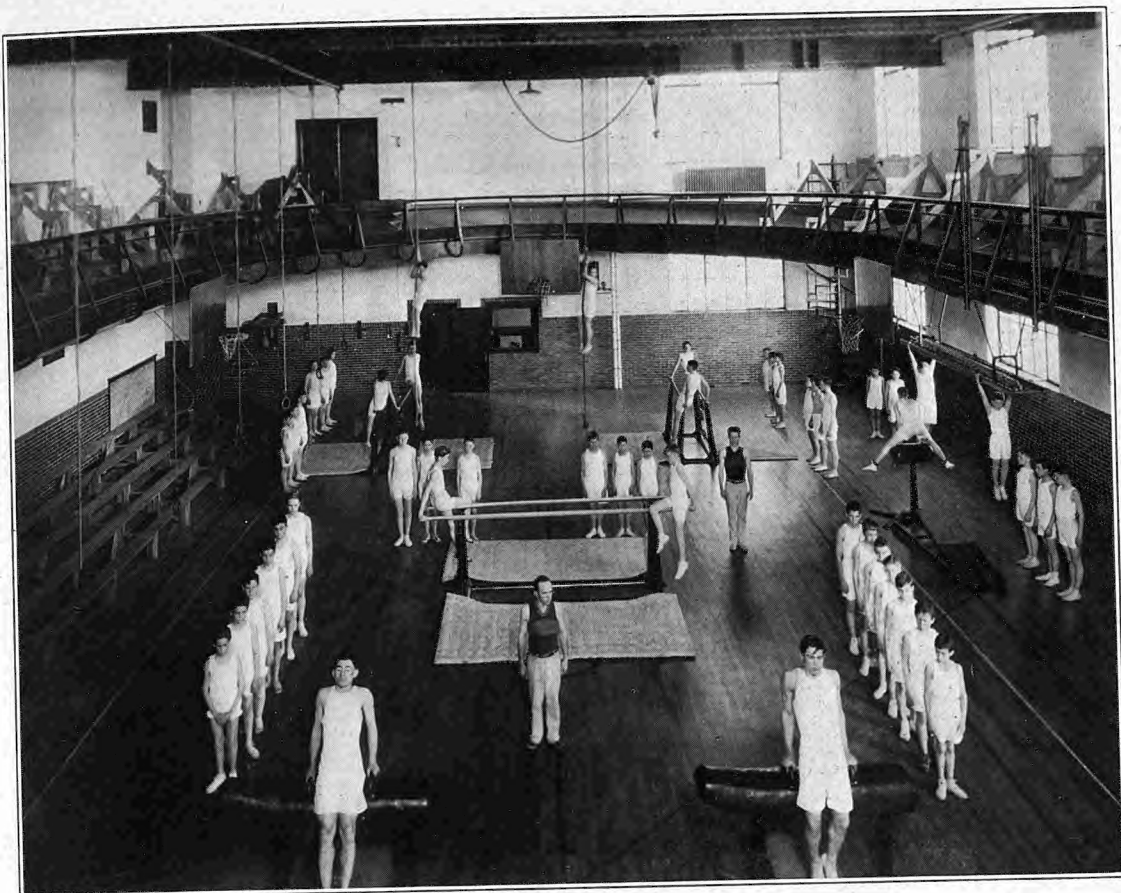




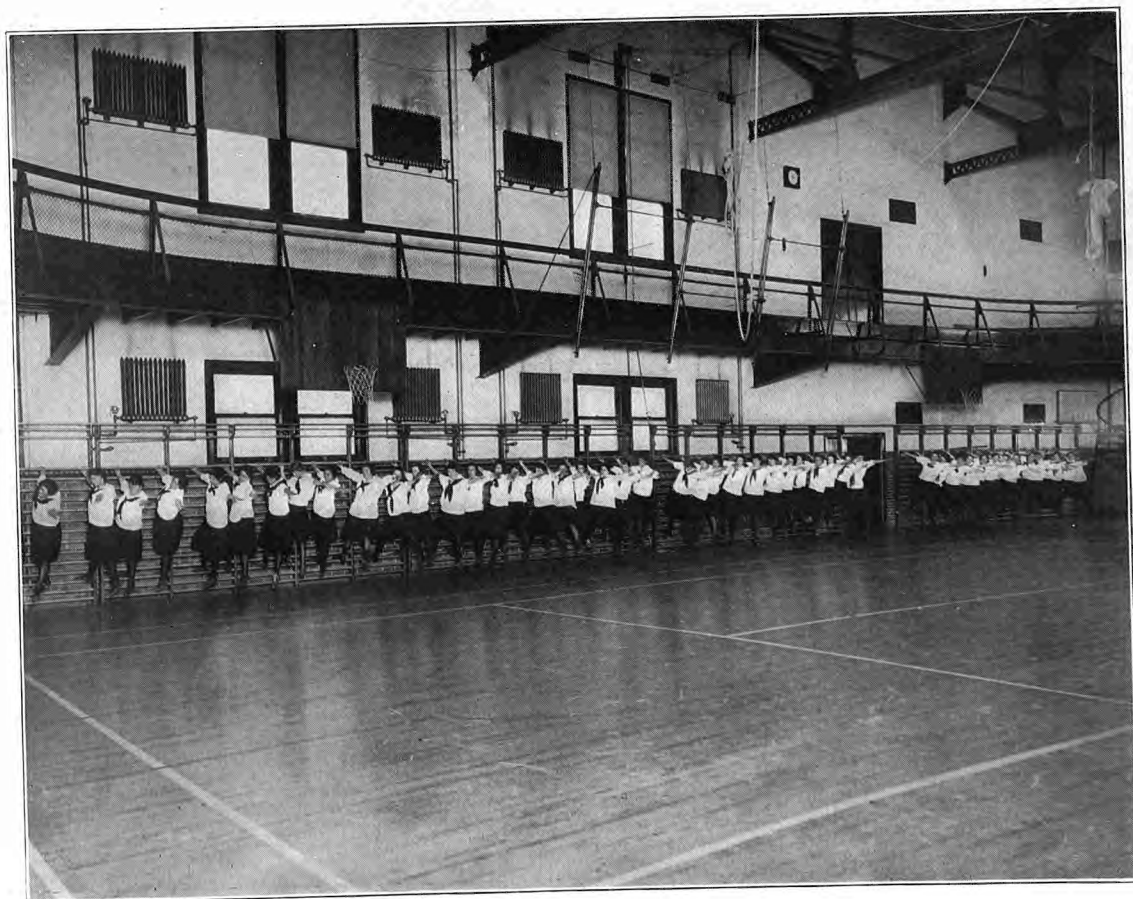
*The  
Swimming  
Pool  
at the  
Northeast  
High  
School.*



*The  
Swimming  
Pool  
at the  
Central  
High  
School*



*In  
Gymnasium  
at  
Central  
High  
School.*



*In  
Gymnasium  
at  
Northeast  
High  
School.*



# THE MANUALITE

Vol. 3, No. 16

KANSAS CITY, MO., DEC. 21, 1916

PRICE ONE CENT

## PUPILS ENJOY PARTY

MANUAL'S CHRISTMAS FESTIVAL IS A DELIGHT TO ALL

Pantomime Sketch and Minstrel Show Are Featured in Entertainment—Scotch Lassie Gives Recitations.

Manual's third annual Christmas party was held Friday, December 15. Classes were dismissed at 2:30 o'clock and the students went to the auditorium where a five act vaudeville show was produced.

For the first act, Miss Ruth Younge sang "O Doctor," from "The Melting of Molly," "Whose Pretty Baby Are You Now?" "I've Got a Sweet Tooth Bothering Me," from "Step this Way," and "On The South Sea Isles."

The second was a service in a negro church. The choir, led by Will Rice as Deacon Jones, sang a special song, "Mary had a William goat," after which a sermon, "Mary Had a Little Lamb," was delivered by Ray McCreath as the pastor. The choir consisted of Misses Fieta Whelan, Ethel Pierce, Margaret Shiddell, Marguerite Schmidt, Rose Schmidt, Irene Schroer and Hulda Wren, and Sam Dubin, James Sadler, Heman Whittier and Allan Britton.

Jean



## MISS GRACE HAUN VISITS HERE

Los Angeles Teacher Receives Many New Ideas at Manual.

Miss Grace Haun, an English teacher in the Central High School of Los Angeles, who has been visiting the leading high schools between New England and California for the last eleven weeks, spent December 12 and 13 at Manual.

Miss Haun's purpose in examining the work of the high schools is to receive new ideas for certain branches of work in her own school. She was particularly interested in oral composition and commercial English.

In speaking of the Manualite, Miss Haun said: "I am very much interested in the Manualite."

## H. CALLENDER TALKS TO PUPILS

Assistant Night City Editor of the Star Explains News Interest.

Harold Callender, assistant night city editor of the Kansas City Star, talked of news values to the Manualite staff and the sixth hour journalism class during the sixth hour Tuesday, December 19.

Mr. Callender divided news into three branches; namely, that which appeals to the general, the special, and the educational interests of the readers. The members of the two classes asked numerous questions regarding various phases of the work.

by you hadr

## GIRLS WIN IN DEBATE

FEMININE ORATORS BEAT BOYS IN ASSEMBLY

By a Vote of 3 to 2, Boys Are Defeated—Literacy Test Was the Question for Discussion.

A debate between the boys of Miss Elizabeth Scott's fourth hour public speaking class and the girls of her seventh hour public speaking class was the feature of a special assembly Friday, December 15. The girls, who debated the affirmative side of the question, "Resolved; that immigration into the United States should be restricted by a literacy test," won by a vote of 3 to 2.

The strong speaker for the girls was Miss Lillian Mendelsohn, but the entire girls' team put punch behind their arguments. The boys' team was headed by Gifford Terry, but its speeches lacked the force displayed by the girls. Sarcasm was used by the girls in rebuttal only, by the boys, not at all.

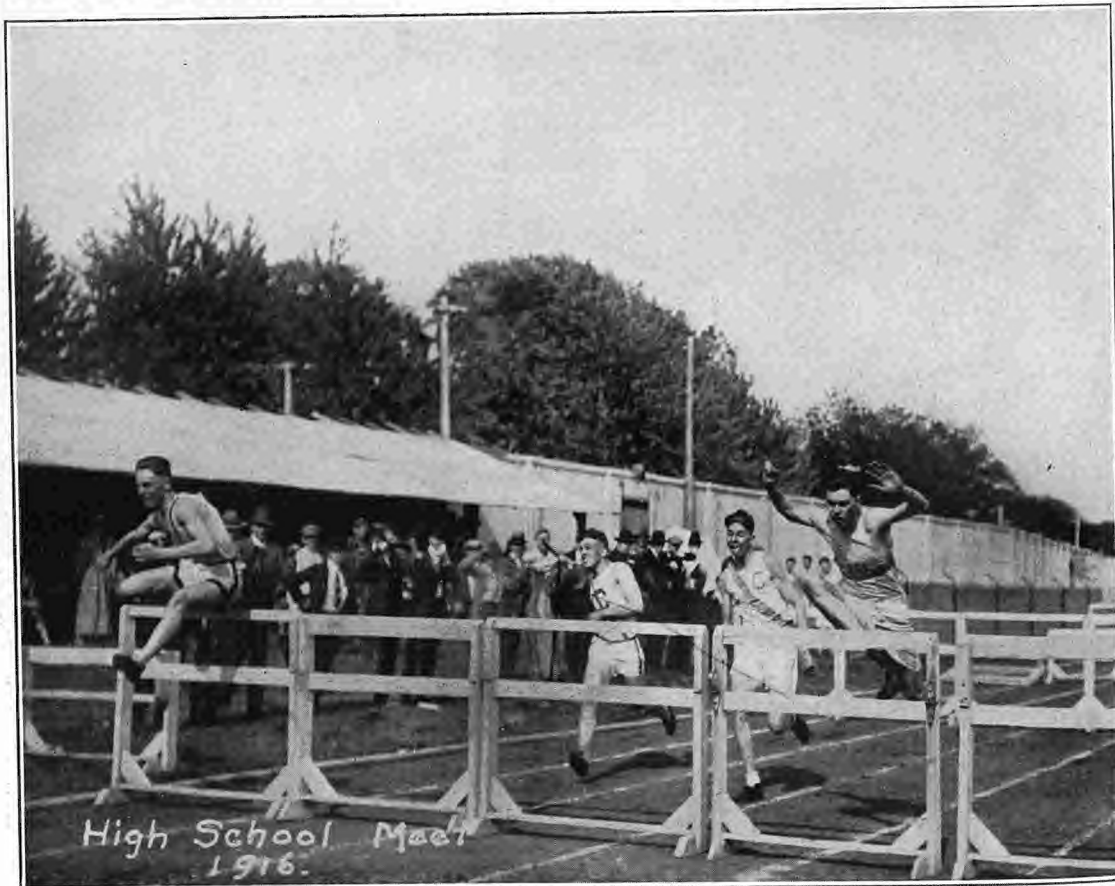
The list of speakers in their order of speaking follows:

Affirmative: Misses Erna Brueckmann, Gladys Parks, Lillian Mendelsohn and Sarah Zitron, alternate; negative: William Malkmus, Himie Schultz, Gifford Terry and Clarence Blattman, alternate.

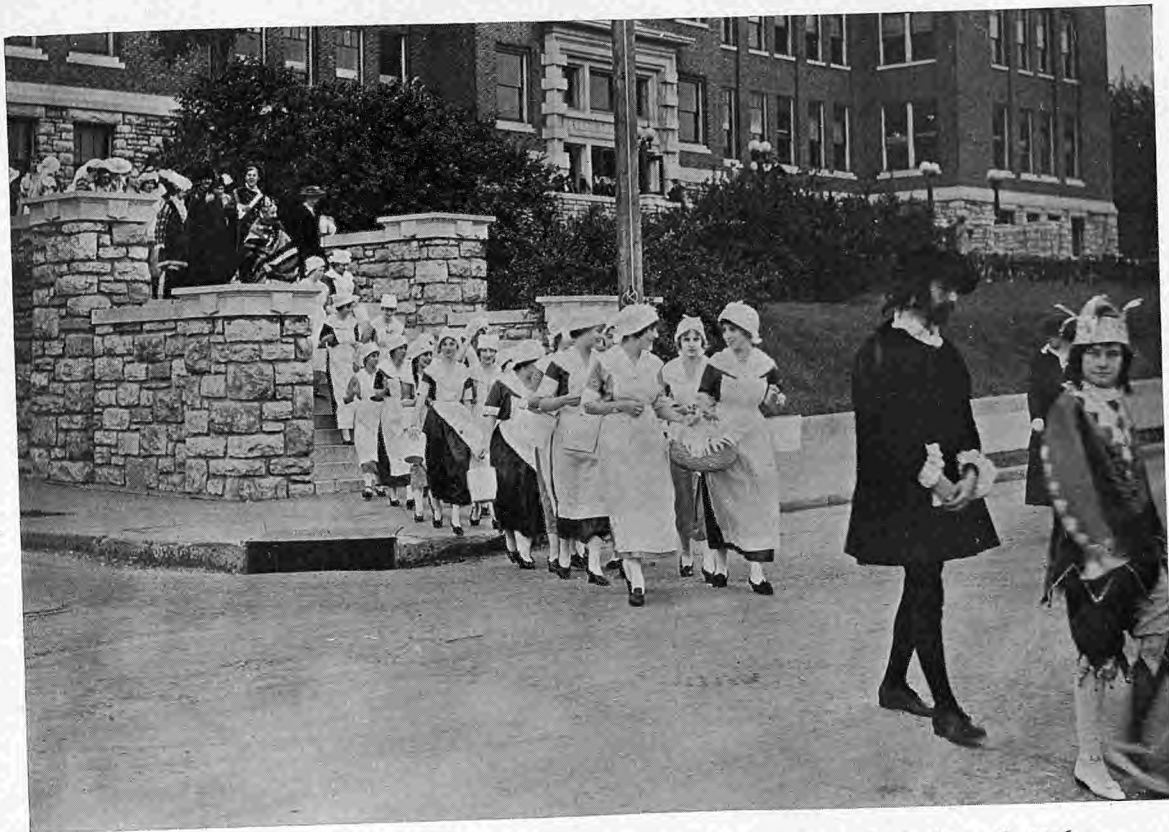
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Upper Half  
of Front  
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of the  
"Manualite."

The  
Quadrangular  
Track Meet  
held in May  
Each Year  
is one of the  
Great Events  
of the  
School Year.



High School Meet  
1916.



*Shakespearean Pageant leaving Westport High School for Hyde Park, May 16, 1916.*



*Botany Class from Manual Training High School.*



## The Elementary Schools



THE Kansas City Elementary Schools have for more than forty years been organized upon a seven year basis. Formerly, the year comprised three terms of twelve or thirteen weeks each and promotions were made at the end of each term, but at present the year is divided into two semesters of two quarters each and in most classes, promotions occur semi-annually, although they may come at the end of each quarter. Each year's work falls into two divisions, designated A and B, the A class being the more advanced in each grade.

The seven year course has aided greatly in retaining pupils in school. Of all elementary school pupils enrolled, 58 per cent complete the course, and about 90 per cent of this number enter high school. Indeed the public school system of Kansas City has for years been noted for its large percentage of pupils enrolled in and graduating from high school, and, as is shown graphically on another page, this number is constantly increasing. The city now graduates from high school nineteen per cent of all the children who enroll in the elementary schools, which is one of the highest percentages of high school graduates in this country, and is probably not surpassed by any larger city in the Central or Eastern states. This long continuance in school is partly traceable to economy of time in the early grades. The seven year plan naturally made easy the elimination from the course of study of much non-functioning matter such as the technical details of the old type of civil government and anatomy, thus leaving the work more interesting. Completing the elementary course earlier also encourages pupils to enter high school. Statistics show that about one-half of the graduates of the elementary schools of Kansas City finish the course of study in seven years or less, and that the average time required is 7.59 to 7.65 years or eight to nine-tenths of a year less than in most eight year systems. In many such systems, the average time required to complete the elementary school course is 8.5 years, in none is the average as low as eight years. Saving one year in the education of a child by the elimination of educational waste is eminently worth while.

As evidence that the seven-year course has not lowered the standard of education in Kansas City, the following facts are offered:

First. Various standard tests have been used in measuring the efficiency of the work of the seventh grade pupils of Kansas City, seldom have the average scores of these pupils fallen below the average of those made by eighth grade pupils in eight-year systems, and in no case have they been far below.

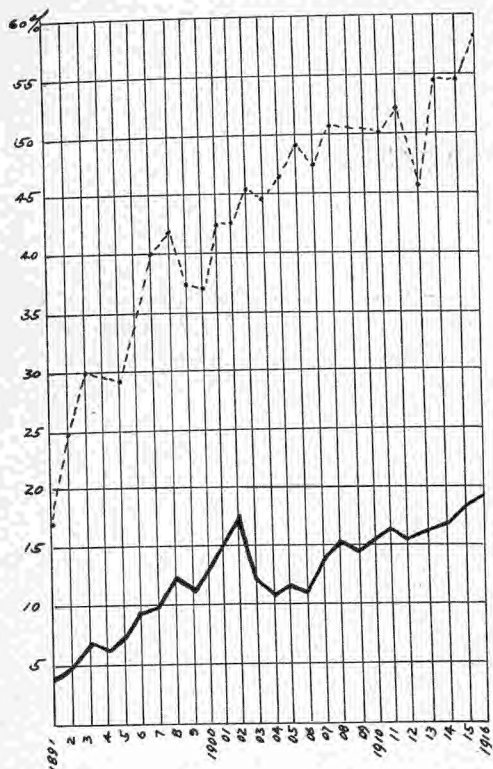
Second. Our elementary school graduates enter our high schools, and pursue with success the same courses pursued in other standard high schools.

Third. The graduates of our high schools, though completing a course of only eleven years, enter the freshman classes of colleges and universities not only of the Central, but also of the Eastern states, and easily maintain scholarship rank with graduates of other standard schools.

Only in very recent years has the school system begun to allow different kinds of work to meet the needs of varying types of pupils, but with the development of special classes, it is hoped that retardation and dropping out will be further decreased and the rate of progress of the average or better pupils correspondingly accelerated. Lathrop Industrial School for Boys was the first effort of the city along this line. Classes for the anaemic, the mentally defective, the retarded, the deaf, the delinquent, and the atypical have now been organized and indeed the tendency is everywhere to adapt the school organization, the class organization, and the course of study more nearly to the needs of the child.

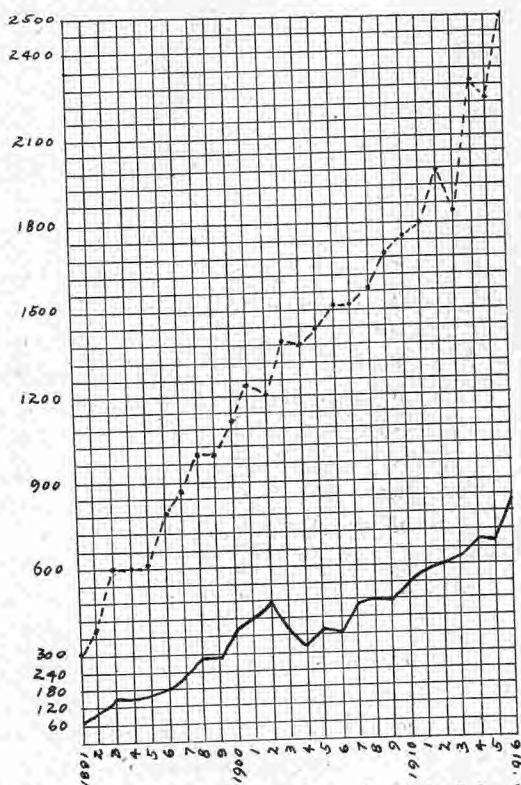
The course of study now in use is a tentative one submitted for trial by large committees of teachers, and at the close of the present school year, a complete reconsideration is planned. Much freedom is allowed in the interpretation and the application of the course, and teachers are encouraged to show originality and initiative and to adapt their work to the pupils' needs. Great freedom is also given principals in the organization of their schools. The vast majority of the schools have one teacher in charge of each group of pupils; six are using the departmental plan either wholly or in part in the three upper grades, two are organized on a modified Gary plan and are departmentalized above the second grade. In other schools by an exchange of work, one gifted teacher does all the teaching of drawing in the upper grades or all the work in music, without the introduction of a full departmental plan.

The "Children's Hour" or the informal hour is a unique feature in the organization of the ele-



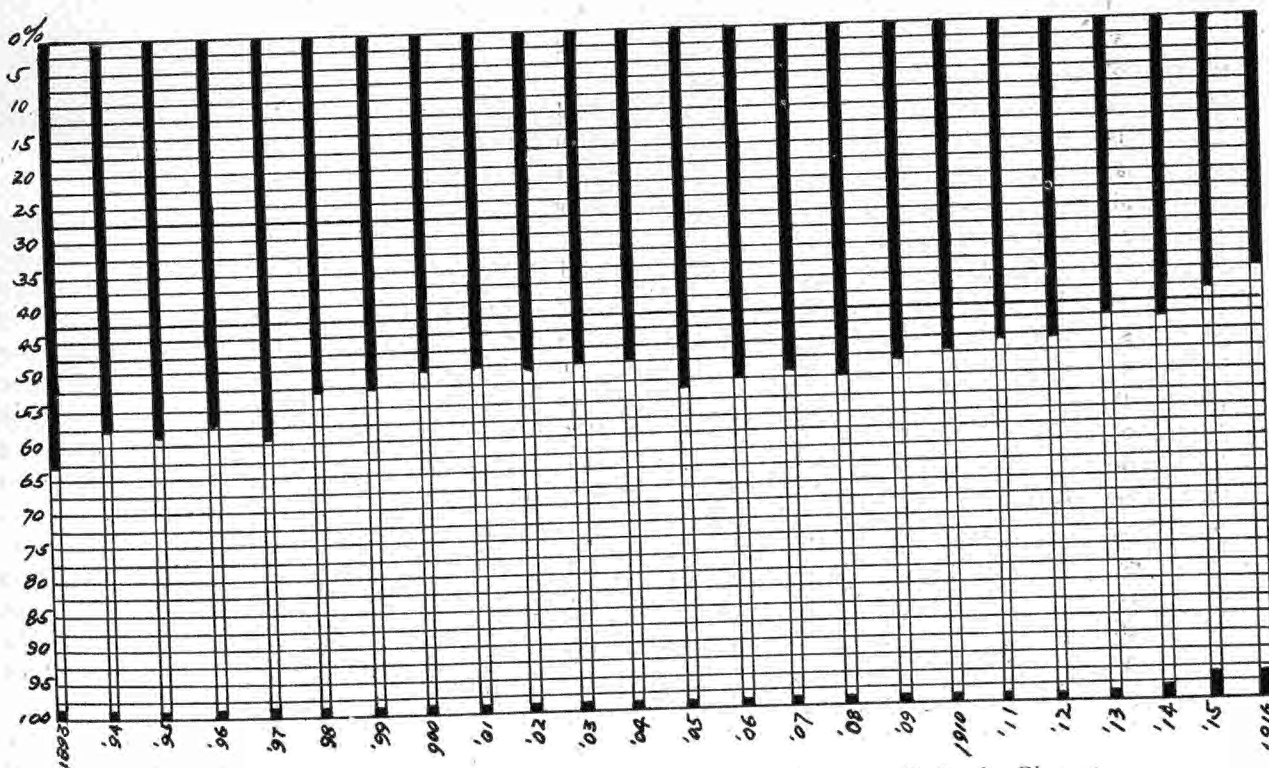
Graph showing the per cent of High School and Elementary School Graduates for twenty-five years in Kansas City.

.....Elementary School.  
 ——High School.



Graph showing the number of High School and Elementary School Graduates for twenty-five years in Kansas City.

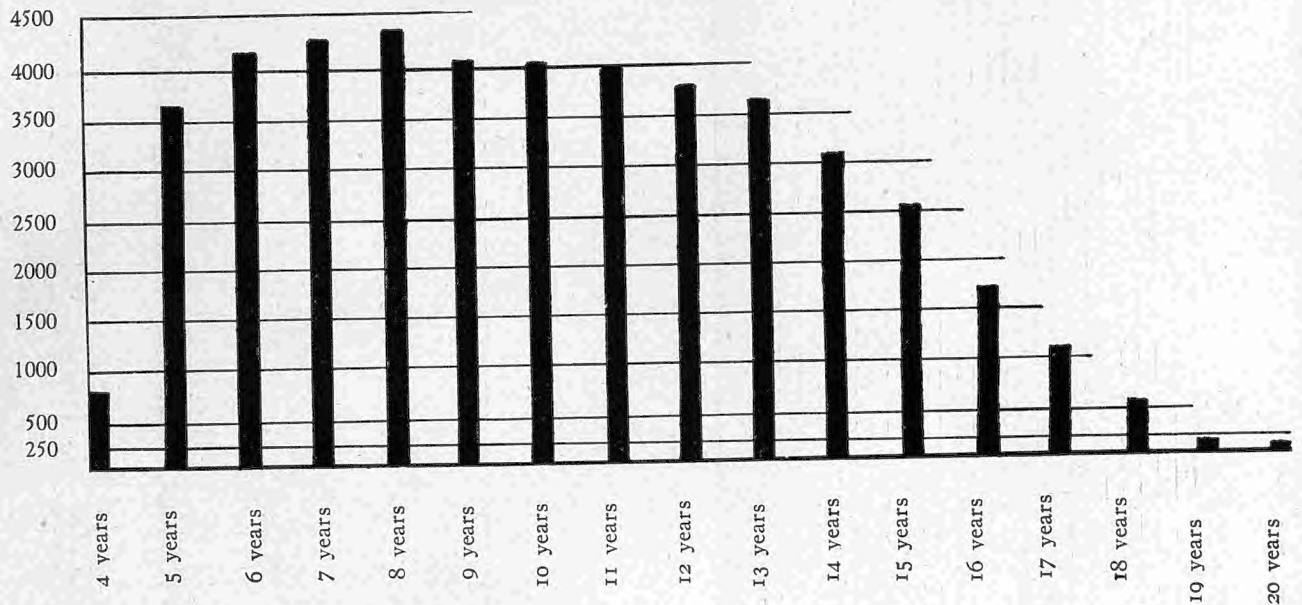
.....Elementary School.  
 ——High School.



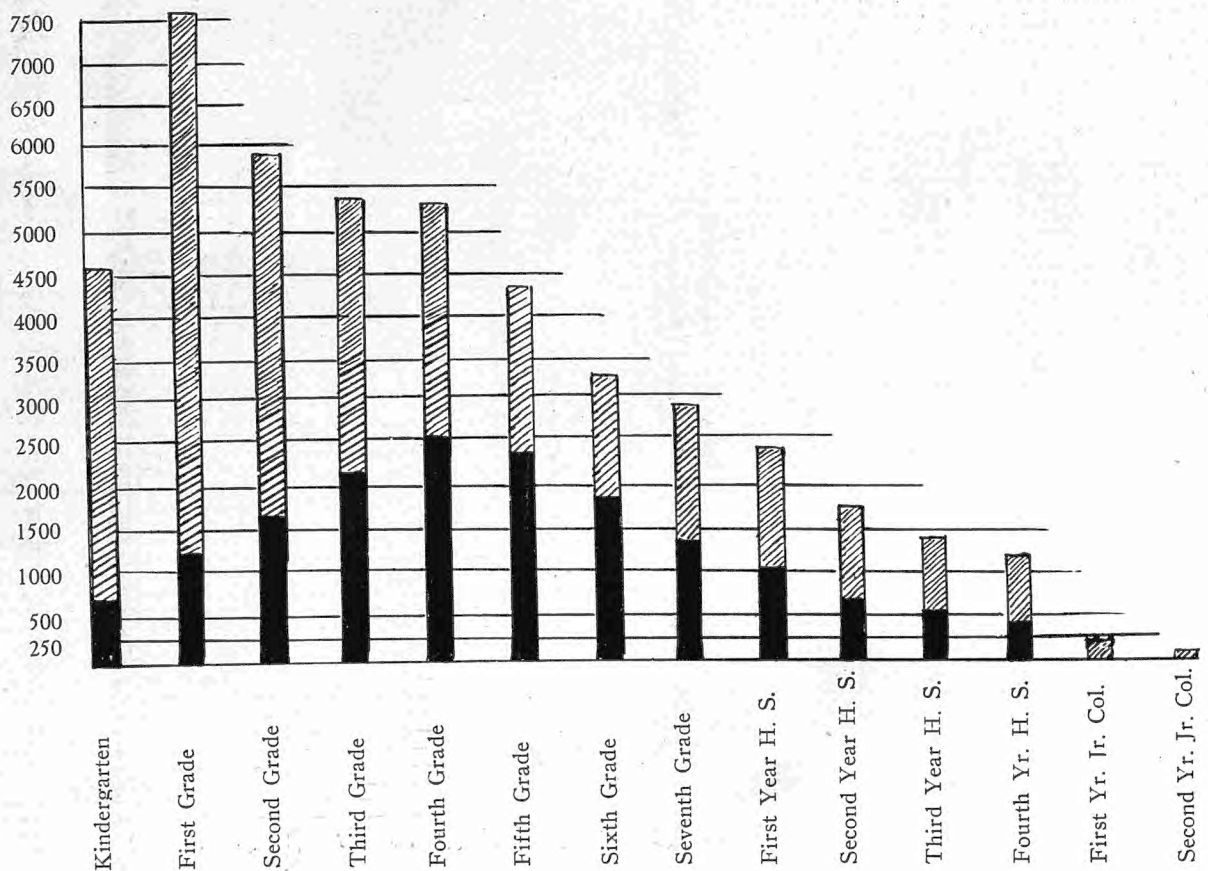
Graph showing per cent of overage, normal age, and underage pupils in the Elementary Schools of Kansas City for twenty-four years. Heavy parts of columns at top indicate the per cent of overage pupils; small heavy parts at bottom of columns indicate per cent of underage pupils.

The present per cent of overage pupils in the Elementary Schools of Kansas City is 37.9. This per cent is approximately a median of the cities of the country. Ten cities of more than 50,000 population can be selected in which the average per cent of overage pupils is 49.5; ten other cities can be selected in which the average per cent of overage pupils is 29.5.



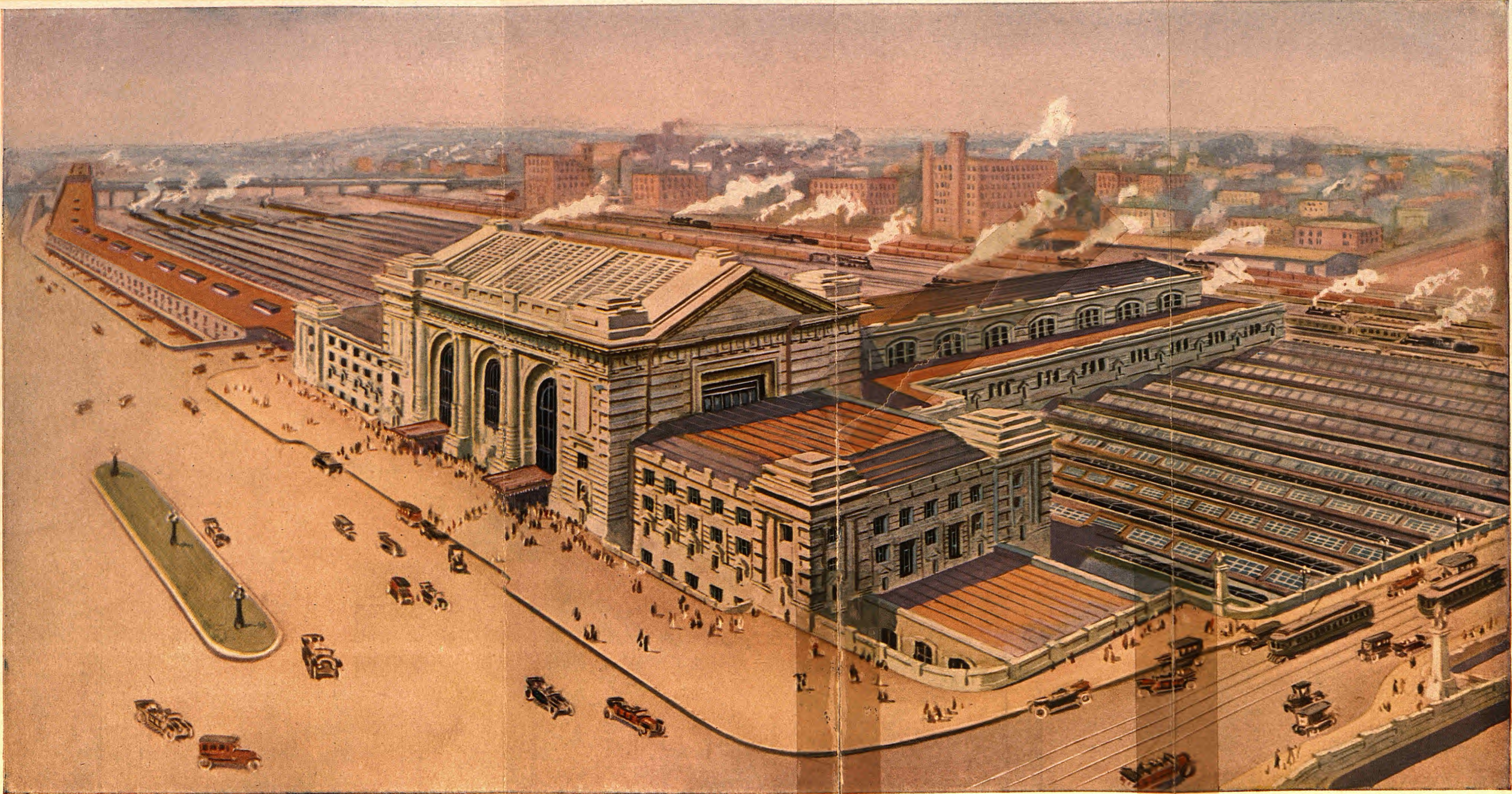


Graph showing the distribution of Elementary and High School Pupils by ages.



Graph showing the distribution of Elementary and High School Pupils by grades. The black part of each column shows the number of overage pupils in each grade. Overage pupils in Junior College are not indicated.





Kansas City's Union Station



mentary schools. The purpose of this period is best explained by the following extract from the 1914 report of the Superintendent of Schools:

"The school is now being called upon to assume responsibility for much that was formerly accomplished by the home. If the school is to properly discharge this larger field of work, it must have the thoughtful, earnest, and sympathetic support of the home."

"It is the earnest desire of the Board of Education and the teaching body to bring about the highest possible development in the growth and general physical conditions of the children of the public schools. They desire to lessen the nervous strain under which children are now working, and give them, as far as possible, a happier outlook, and enable them to take a more pleasant attitude toward life. They desire to introduce into the schools such activities as will better prepare children to meet life's problems after the school period has passed."

To accomplish these desirable ends it was realized that great care should be exercised not to make such changes as would impair the thorough, painstaking work that was being done in the school room. The substantial character of past work must not be sacrificed but must be conserved at the same time that new activities were being introduced.

An examination of the school day in the larger and in many of the smaller cities of the country disclosed the fact that we were holding our children to the formal work in the academic subjects of the curriculum for a longer period and to a later hour than was done in any of the cities investigated. We, ourselves, had long realized that serious academic study after three o'clock when both teachers and pupils were more or less exhausted did not produce satisfactory results. For these reasons it seemed best to introduce changes at the time when poorest academic work was being done and also when a change from the severe mental effort of the children was most needed. The few academic subjects coming after three o'clock which were important for promotion to higher grades were transferred to the earlier hours of the day, and this time from three to four o'clock given to such miscellaneous exercises as would appeal to child nature and interests in the broadest and most important phases. The design was to substitute in place of the serious formal work the lighter cultural, recreational, inspirational activities that would appeal to the varying sides of child life and would call forth latent faculties not reached by formal work. The design was to relieve the tension and permit more joyous, natural, spontaneous, and individual expression. It was believed that these activities would assist the teacher in discovering the interests and motives that were most forceful in influencing and affecting the conduct and progress of the children under her charge. The widest liberty was given to the schools in the selection and arrangement of this work. The suggestions sent to the schools were as follows:

"First. Playground work, under careful supervision."

"Second. Individual assistance to pupils who, on account of absence or other interruptions, have fallen behind in their studies."

"Third. Shop work for the boys; cooking, dress-making and millinery for the girls."

"Fourth. The introduction of such activities as will develop the cultural side of child life, such as music, dec-

lamation, dramatics, music and song games, etc."

"Fifth. Constructive hand work, such as weaving, basketry, paper and cardboard cutting, decoration, etc."

"Sixth. Story telling—the introduction of folk-lore and the interpretation of child literature."

"Seventh. School gardening and such elementary instruction in agriculture as may be found possible."

"Eighth. Indoor games, and such entertainments as may be given in the kindergarten rooms or the assembly halls of the building," and

"Ninth. The exhibition and explanation of lantern slides, moving pictures, etc., and a study of the works of art in the schools."

"The whole realm of child nature is to receive careful attention during this period on the part of the principals and teachers. The community interests will be studied and as far as possible met, and the effort will be made to reach the children through the home, the community, and whatever industrial activities may appeal to them as desirable for their future welfare."

At the close of the year reports from many of the teachers who had entered most heartily into the activities of this hour seemed to justify the following statement:

"Many of the most desirable results of the past year came from the activities of the informal hour. A genuine interest in the recreational, cultural, social, musical and vocational phases of child life was developed where this work was planned and carried out with care."

There have been annually about two thousand fewer non-promotions in the elementary schools since the introduction of the "Children's Hour" and most of these pupils were saved from failure by the special help it afforded them.

In general, each elementary school building has seven grades and a kindergarten. Kansas City has adopted the policy of providing kindergarten instruction for all its five-year-old children, and a kindergarten room is opened in each elementary school whenever an enrollment of twenty-five is assured. Only very small schools have no kindergarten rooms. Not counting the School of Mechanical Trades, Mercy Hospital, the Problem School for Boys, and the schools at the two Orphanages (all of which are supplied with public school teachers) the city has seventy-four regular elementary schools; in sixty-one of which are kindergartens; in 60, manual training centers; in 59, home economics centers. Only the smaller schools are not provided with manual training and home economics centers and the pupils of such schools are permitted to attend some nearby center one-quarter of a day each week to secure the work in these subjects.

The district supplies the text books in the elementary schools without cost to the pupils. Free books were introduced in September, 1913, and in four years, \$120,000 has been spent for text books, including supplementary readers, and supplementary reference books for history, geography, nature study, agriculture, physiology and civics.



### PROFESSIONAL SPIRIT.

The public school system of Kansas City is a democracy and to capitalize all of the training, thought, and initiative of its teachers, they are encouraged to make suggestions and to help in improving the supervision, administration, and teaching. Committees and councils of teachers and principals are frequently called together to advise with the administration on important matters of policy. Many groups of principals and teachers are engaged upon various professional problems and from time to time report their findings. At the present time, a large committee of principals is devising a rating card for teachers, and is consulting teachers and securing the viewpoint of all interested parties. Another committee of principals, working to improve the teaching of spelling, has just published, with the cooperation of nearly 700 elementary teachers, its preliminary report of 2,000 words most frequently missed by the elementary school pupils in the Kansas City schools. Other groups of teachers are now studying such subjects as the relation of the first grade and the kindergarten, the amount of number work that should be given in the first grade and nature study work in the grades. A committee on "Grammar in the sixth and seventh grades" made a splendid report last year suggesting certain eliminations in technical grammar.

Kansas City is unique in its method of conducting professional work among its teachers. One meeting of all the teachers is held each month on a Saturday and the teachers are addressed by prominent educators such as C. H. Judd, G. D. Strayer, Henry Suzzallo, W. C. Bagley, W. A. Jessup, A. E. Winship, A. Ross Hill, L. C. Lord, Miss Naomi Norsworthy, J. F. Hosic and others. These speakers bring to the teachers new ideas, enthusiasm and inspiration, and raise the plane of professional thinking. In addition to these meetings, last year the teachers of each grade section held on the same day, a session of one hour in which they discussed their problems or listened to extension lectures on their work. This year, the section meetings of the various grades are being held monthly during the last quarter of a regular school day and consist solely of discussion of the problems of the grade. Large numbers of the elementary teachers of the city attend summer schools for professional advancement, but owing to the great desire for advanced professional work by those who are unable to leave home during the summer, there will, hereafter, be conducted a six weeks' summer school for elementary teachers. To further assist teachers in their desire to improve professionally, a number of professional books have been placed in each school

building for their use, and they also have access to a fairly well equipped professional department in the general public library.

### KINDERGARTEN.

Although private kindergartens were established in several Eastern cities in the late sixties and early seventies, the first permanent public school kindergarten in the United States was opened in the city of St. Louis, Missouri, in 1873. About twenty years later the kindergarten was introduced into the public schools of Kansas City, Missouri. Its introduction was due to the study and interest of that well organized, thoughtful body of women, "The Mothers' Club" which later formed the nucleus of the Athenaeum.

The first kindergarten was experimental and was partly maintained by this group, but after two years, 1895, the work was cordially endorsed and



*Emerson School Kindergarten Field Trip  
for Nature Work.*





*Emerson School Kindergarten.*

accepted by the Board of Education. The rapidity of the growth of the kindergarten in these early years was due to the intelligent interest and the active work of the Board of Education, followed in due time by the logical demand from principals and patrons for such work.

We now have kindergartens in sixty-one schools with two or more rooms in several schools, making a total of seventy-seven kindergarten rooms. The regular sessions of kindergarten are planned for half-days or three hours, and the regular kindergarten time is from 9 a. m. to 12 noon. When the number of pupils in any session of the kindergarten reaches an attendance of seventy, a division is made. In buildings that do not have additional rooms for kindergarten work, a forenoon and an afternoon session is planned. In such buildings the kindergarten director may teach in both sessions, and in such cases is placed on the same salary schedule as the regular elementary teachers. This

entitles her to a maximum of \$1,000 a year, whereas the maximum for kindergarten teachers in the regular half-day session is \$750 a year. The teachers who take charge of two sessions (one in the morning and one in the afternoon) are chosen from the most experienced and most successful, because they have greater adaptability, and because such teachers merit the increase in salary.

A kindergarten helper (or substitute) is provided for a room of thirty-five or more children at a salary of \$30 a month for the first, \$45 for the second year, and thereafter so long as she remains a helper. The number of kindergarten substitutes on the pay-roll this year is twenty-six, twenty-one of whom are appointed as helpers to rooms of between twenty-five and sixty pupils.

The materials employed are the Froebelian building blocks, "5th Gift B," with a chest of large Hennessey blocks, two inch tablets, sticks with one-third inch base, ranging in length from one to twelve inches.

Limited table and floor space, even in our well appointed rooms, as well as the great additional expense, have precluded the use of large Froebelian blocks. The Hennessey blocks serve fairly well the purpose of large models and provide for groups and social activities.

The handwork materials are of the general character and purpose of the Froebelian "occupations," differing, however, very materially in other essential points; namely, size, weight and simplicity of forms and constructive experiences.



*Children of Faxon Kindergarten Collecting Seeds from the Roadside.*



Until three years ago, children under six years of age were not admitted to the kindergarten, and, as a result, about one-half of the children of the city took a kindergarten course and the other half entered directly into the first grade. Since 1913, the kindergarten age has been five to six years, and nearly all of the children of the city enter the kindergarten as they are not permitted to enter the first grade until they are six years old.

### **MUSIC.**

The teaching of music in the elementary schools is under the direction of a supervisor and one assistant. Frequent meetings for the instruction of the teachers are held by the supervisor, and the work, which mainly devolves upon the grade teachers, is assisted and directed as much as possible by the supervisors. An average daily period of thirteen minutes is allowed for music. The chief advantages of the daily vocal lesson are the encouragement of the use of the singing voice with the development of pleasing tone quality, and the stimulation of true musical taste and appreciation. The teaching of sight singing is as thoroughly done as possible, but is made subordinate to the immediate necessities of acquiring songs. As a result of systematic vocal practice in the elementary schools, choruses of little singers, numbering from one hundred to one thousand, have, each year for fifteen years, given a creditable program of the best music.

In addition to the incidental training for music appreciation in every daily lesson in music, it is customary with most classes to devote one period each week to a formal music appreciation lesson during the "Children's Hour." The phonograph is used, and frequently musical selections are presented by professional talent or gifted amateurs. The Parent-Teacher Associations assist very much in this work.

Children's orchestras in the elementary schools have been regularly organized for three years. The first year there were ten orchestras with a total of fifty-one members. Now there are thirty-five such organizations, having a total membership of over three hundred. This form of activity creates enthusiasm among the members. So far fifteen different orchestral instruments have been used. The players are selected from the fourth, fifth, sixth and seventh grades. In all but a very few cases the directorship of these orchestras has been successfully assumed by musically gifted teachers with most satisfactory results. The orchestras have given many public performances before audiences of patrons of the district, both in the school auditoriums and in nearby music halls. Last year a

combined orchestra of one hundred sixty players, chosen from the different elementary school orchestras, gave four performances in Convention Hall, lasting one and one half hours each. In each case this orchestra furnished the accompaniment for an artistic school drill.

With the hope of the future strengthening of the orchestral movement, the Board of Directors has this year granted the use of rooms in the school buildings to private teachers of orchestral instruments. These teachers may train classes of children desiring to learn to play upon such instruments, and the instruction may be given after the regular school session to classes not exceeding ten pupils. The price is not to exceed twenty cents for each pupil per lesson. This opportunity has already aroused much interest, and violin classes, especially are steadily increasing in number.

Thus, the pupils are at all times encouraged not only to study music carefully and diligently but also to lend musical assistance cheerfully for the many community entertainments and concerts held by the patrons of the school district. The ultimate aim is that the elementary school music, in addition to cultivating individual appreciation and love of good music, shall assist most materially in stimulating and keeping alive a good community-music spirit in Kansas City.

### **ART AND DRAWING.**

Since the autumn of 1899, the Art in the Kansas City Public schools has been under the direction of a supervisor. At that time the town of Westport was annexed to Kansas City, and Mr. Ankeney, supervisor of Art in Westport, became supervisor of Art in Kansas City. While freehand drawing was then almost the only phase of the subject presented, the Art work has advanced with the times, and other phases of Art have been added, until now almost every branch of School Art is taught.

The purpose of Art instruction in Kansas City is to prepare the children for citizenship; the girls for home-making; the boys for city building. Beautiful homes, beautiful costumes, and beautiful cities can not be planned without some knowledge of the fundamental principles of color theory and design. A technical study of drawing, painting and remodeling can not be taken up in the grade schools; first, because the grade teachers are untrained in Art; second, because the time at their disposal is insufficient. Since the percentage of children who will take up Art as a profession is very small, we believe that it is best to give in our course of study those





*Woodland Elementary School Orchestra.*



*A Corner of An Exhibit of Handwork from the Elementary Schools.*

simple principles of color theory and design which will be useful to the children in later life, whether they become artists or merely appreciators of Art. Many of them will have no opportunity to develop good taste, except that provided by the work of the elementary schools. We have tried, therefore, to meet the needs of the many who will go out into the world as wage earners upon leaving school, for it is they who will fix the standards of good taste in those kinds of business in which they are engaged. Through design, construction, and the other phases of Art presented to the children, we are trying to develop in them the power to follow directions quickly and accurately, the ability to arrange their ideas quickly and logically, and to use those other faculties which are essential to success in the world of commerce.

Our course of study includes illustration, nature representation, pose work, object drawing, color theory and design. In the lower grades emphasis is placed upon the illustration of games, songs and activities of the seasons, and the simple principles of color theory and design are taught through the construction work. In the upper grades, more practical problems are taken up, and the designs made are applied to constructed objects. While the work of the students is carefully guided, a great deal of freedom is allowed, for we believe that good taste is developed through frequent choosing and arranging of materials to be used in the work.

The Art Department consists of a supervisor and one assistant. In two of our schools in which the departmental plan has been adopted, two special art teachers have been placed, and in some of the other schools, teachers who are especially interested in the subject are allowed to teach drawing in several rooms. Fifteen minutes a day are allowed for drawing in the first and second grades; twenty minutes a day in the third and fourth grades; and fifty minutes a week in the fifth, sixth and seventh grades.

In addition to making visits to each of the schools, the supervisors hold monthly meetings for the teachers of the different grades and have office hours after the regular section meetings of the Institute. The supervisor also visits the Teacher Training Class once each week.

Drawing paper, construction paper, clay, paste, scissors and pottery models are supplied for all schools by the Board of Education, and bookbinding and weaving materials are furnished for the two departmental schools. Reed and raffia were supplied until this year, but it is now impossible to buy these materials because of the shortage of the

supply. All pictures to be hung in the schools are framed by the Board, after they have been approved by the Art Department. Many of our large buildings are well supplied with appropriate wall pictures.

#### **MANUAL TRAINING IN THE ELEMENTARY SCHOOLS.**

In 1893, the Board of Education put Manual Training into the Garrison School, a school for negro children. Three years later the Board equipped the Switzer school where courses in wood-working were offered to boys. The number of shops has gradually increased until at the present time, there are sixty manual training shops with an equipment valued at \$16,800. Forty-two teachers are employed in the Manual Training Department.

Complete equipments are arranged to accommodate classes of twenty-four pupils. Double benches are used as a means of economizing space. Tools of the standard sizes and makes, such as would be used by skilled journeymen, are furnished the pupils. The principles of woodworking are taught, and the various projects are used for pupil practice.

Beginning with the fourth grade, all boys in the elementary schools are required to spend one quarter of a day each week in manual training. The course includes drawing and card-board construction for the fourth grade; the care of tools, their different makes, and their uses; shop practice in woodworking, and the study of the growth of trees and practice in wood finishing for the fifth, sixth and seventh grades.

#### **HOME ECONOMICS IN THE ELEMENTARY SCHOOLS.**

Home economics work in the elementary schools was formally started in 1905-1906, when a supervisor was appointed and equipments were placed in four schools. At the present time there are 62 schools receiving instruction in cookery at some one of the 59 centers, and 71 schools in which sewing is taught. Lessons are given one-fourth of a day once a week to the fourth and seventh grades in sewing, and to the fifth and sixth grades in cookery by 40 special teachers who teach both sewing and cookery. Girls in the fourth grade hem the towels and make the bags and aprons which they need the following two years for their cooking lessons, and learn to mend; while each girl in the seventh grade makes underwear and a wash dress. An effort is made throughout the course to develop good judgment in purchasing materials and trimmings, good taste in selecting that which is appropriate, con-



servative and becoming in dress, and a sense of responsibility for the conditions under which factory made clothing is made and sold. The first year cookery course is based in general on the five food principles, while the second year course follows to some extent a meal plan, but includes also such lessons as the making of bread and jelly, canning and laundry. Printed lesson books prepared by the supervisor, with the help of the home economics teachers, are provided free to the pupils for each course.

Negro schools have two periods of sewing in the fourth grade. In the fifth, sixth and seventh grades, two periods are given to cookery and sewing. The cooking for the seventh grade is largely the planning, preparation and serving of meals at a definite cost to the teachers of the building.

Millinery is taught for one-half of each year to the girls in the pre-vocational classes and to the seventh grade classes in schools where there is no equipment for teaching cookery. The course includes making a paper pattern and a buckram frame, covering the frame, trimming and lining the hat; making a stitched outing hat; making bows and silk flowers and renovating old material. The lessons are given by a special millinery teacher.

Large or family quantity cooking is done by pupils of the second and third year cookery classes in 8 schools where the girls prepare all of the cafeteria lunch for the whole school; in 9 more, most of which are negro or pre-vocational, where the girls plan, prepare and serve lunches to teachers at a definite cost, and in 2 schools where the cookery classes prepare some of the lunches for pupils of the open air classes. All elementary school lunch rooms are entirely under the management of the home economics department.

Prevocational schools and the "Training School for Maids" have their work explained under the report of the "Vocational and Pre-vocational Schools."

"Care of the Baby" lessons have just been started. Two equipments, including a doll the size of an infant, clothing, tub, basket, bedding, bottles, etc., have been purchased and will each be used in several schools during the year. Trained nurses will cooperate with the home economics teachers by giving demonstrations of the bathing, handling and dressing of a live baby.

Bed Rooms have been equipped in three schools and a bath room in one.



*Clay School Seventh Grade girls in the graduating dresses they made.*



*Seventh Grade Norman School girls in the dresses they made in their Sewing Class.*



*Girls of the Seventh Grade millinery class of the Garfield School in outing or Easter hats they made.*



### PENMANSHIP.

The first system of writing adopted for use in our schools, the Spencerian, was replaced August 20, 1896 by the Vertical. June, 1907, Haaren's New Writing Book, teaching a slant system was introduced. The Haaren Books were replaced four years later, October 19, 1911, by the Ransomerian System of Rapid Business writing, which is in use at the present time.

When the Ransomerian system was introduced, the first supervisor of writing was elected to visit the penmanship classes and to devote one afternoon of each week to a normal course for the teachers. Teachers are taught not only the pedagogy of writing but are taught how to write the system. Many of our teachers have taken advantage of these classes and now hold professional writing certificates, others have taken writing in our night school classes, which have been taught for five years by the supervisor.

Teachers, who a few years ago said that muscular movement writing was not practical, now say that they not only enjoy teaching this system, but that the pupils enjoy learning it. Moreover, it is a means of saving much time.

Two years ago a Certificate of Proficiency was offered to sixth and seventh grade pupils for the completion of a stated amount of work, which had been approved by teacher, principal and supervisor. This has been a most effective means of raising the standard of writing in the upper grades. The Thorndike Scale has been used as a basis for our comparisons. About two years ago the Department of Research and Efficiency with the Department of Writing began to formulate standards of writing to be attained in our schools. Much valuable information has been gained from this investigation and we hope soon to have a scale of our own.

### PHYSICAL TRAINING.

Kansas City was the first of the larger cities in the United States to introduce systematic physical training in its elementary schools and to continue it up to the present time. When Professor Carl Betz was appointed to teach and supervise physical training October 1, 1885, the time given to this new branch of education was ten minutes a day in each grade and the work consisted of calisthenics conducted by the class teacher. The games, not compulsory, were played during the recesses and noon hours. In 1890, a public entertainment was given at the Gillis Opera House. The net receipts were used to purchase dumb bells, wands

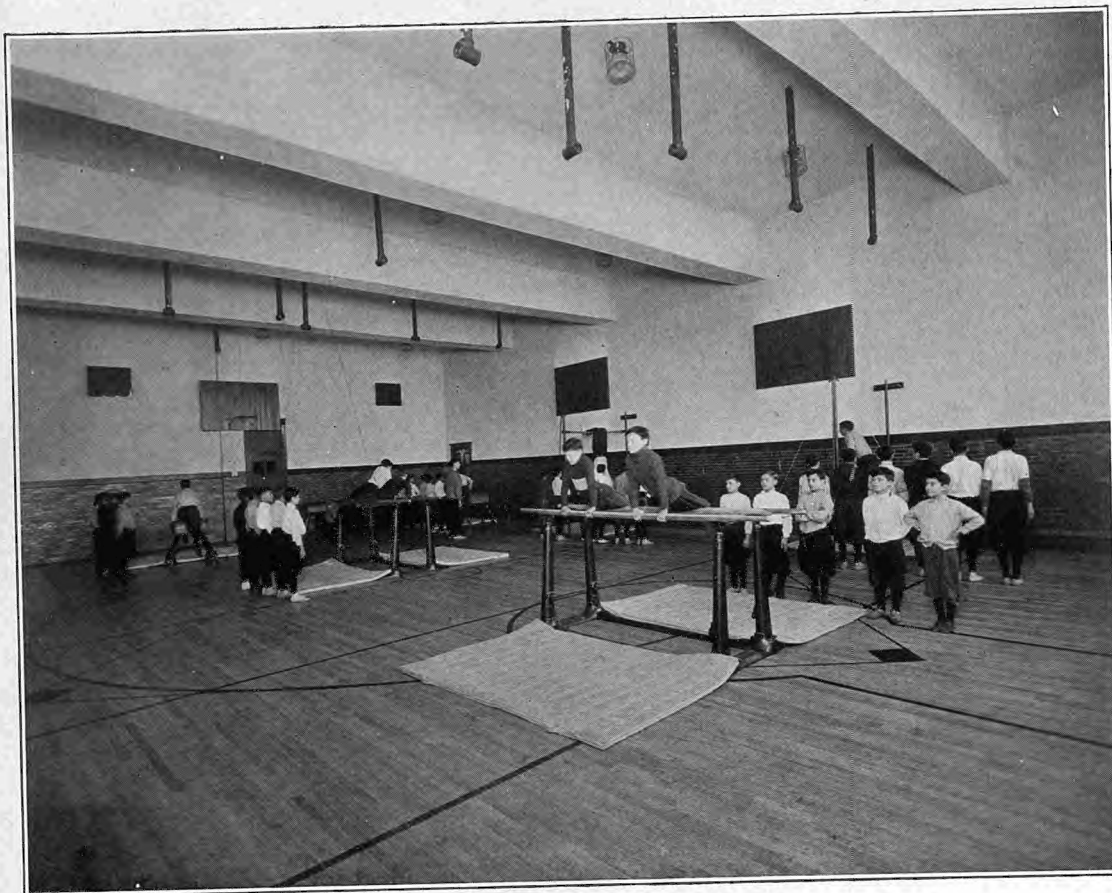
and Indian clubs. After Mr. Betz died, May, 1898, the present supervisor was elected. Physical training in the high schools was introduced in 1902, but not made compulsory. In 1911, the Board of Directors appointed an assistant for this department and one year later when the playing of games was made compulsory, another assistant was elected. In 1915, the Board of Directors appointed twelve playground teachers to cooperate with the municipal Board of Health in the administration and direction of all activities promoting the physical welfare of the children. These teachers conduct classes in the gymnasiums, supervise the playground activities, and assist the physicians employed by the Board of Health in keeping records of physically defective children and in looking after hygienic conditions.

The calisthenics courses are so organized that new exercises are provided in each succeeding grade. A proper sequence of these exercises gives better physical development, retains the interest of the children and makes the work more pleasant for the teacher. Free gymnastics are given in the first and second grades; pole exercises in the third; ring exercises in the fourth; dumb bell exercises in the fifth; wand exercises in the sixth and Indian clubs in the seventh. These exercises are usually conducted by the regular class teachers who understand the work thoroughly. In the Irving and Karnes Schools, however, physical training is under the direction of two special teachers.

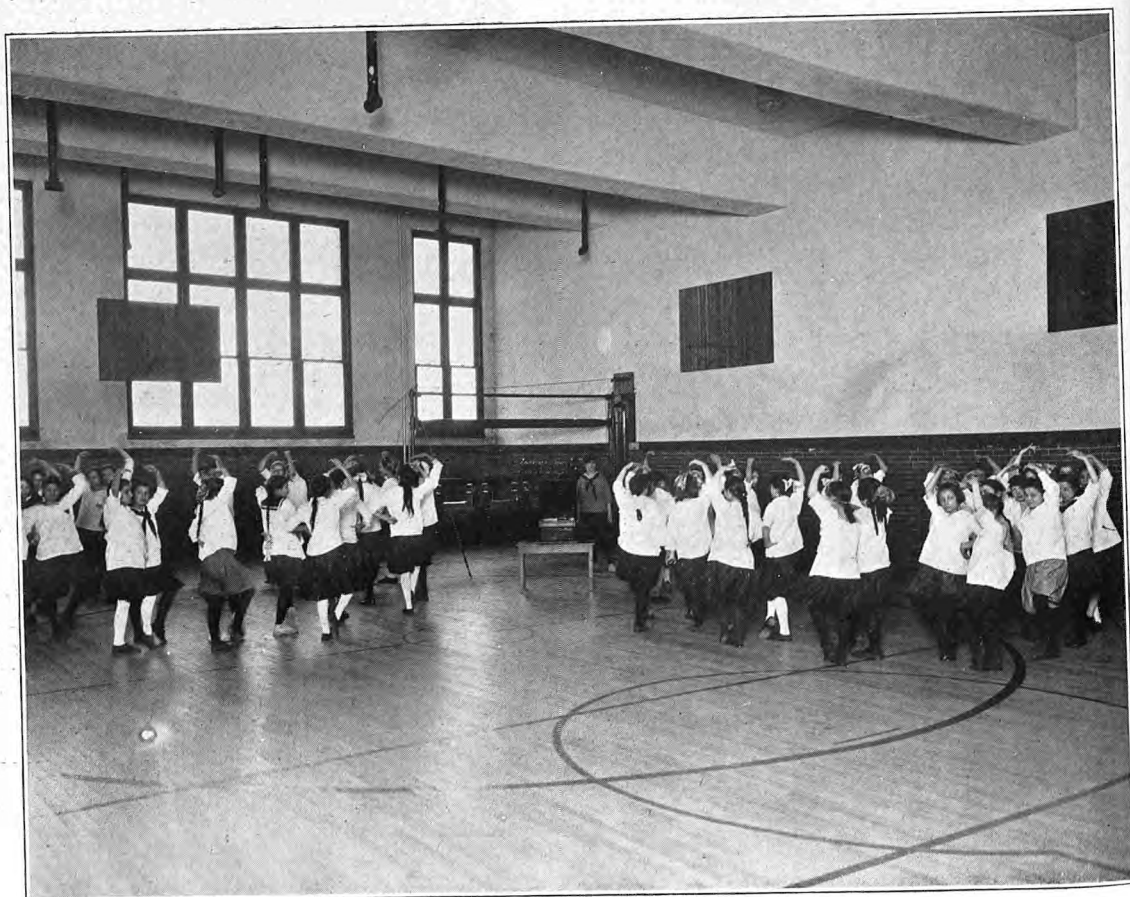
The games in the first three grades are also conducted by the class teachers; in the upper grades the playground teachers assist the regular instructors once a week. In the twenty-one schools which have gymnasiums, one-half hour twice a week is devoted to gymnasium work under the direction of special teachers, in addition to the ten-minute daily exercises. Also during the "Children's Hour" from 3:15 to 4:00 p. m. much is accomplished by games on the playground.

The school playgrounds are supervised from four to five o'clock in the fall and four to five thirty in the spring by thirty-eight manual training teachers and twelve playground teachers. The equipment is furnished by the vocational shops. The following is a list of playground and gymnasium apparatus completed up to January 1, 1917: 48 slides, 26 sets of climbing poles, 117 turning poles, 39 giant strides, 20 vaulting boxes, 545 Indian clubs, 357 dumb bells, 313 rings, 500 poles, 40 jumping standards, 2 horizontal bars.

In 1908, a Public School Athletic Association was organized and the first meet was held in Elmridge Park with seven hundred contestants. In



*Gymnasium  
Work.  
Karnes  
Elementary  
School.*



*Gymnasium  
Work.  
Karnes  
Elementary  
School.*



1915 the constitution was revised, and the schools were divided into a major and a minor league for boys and girls. Each league consists of four classes A, B, C, D. The Eighth Annual Championship Meet was held in May, 1916, in Convention Hall with over four thousand contestants. In 1916, a Public School Athletic Association was organized for the pupils of the eleven schools for negro children. Their first meet was held at Lincoln Park with four hundred contestants.

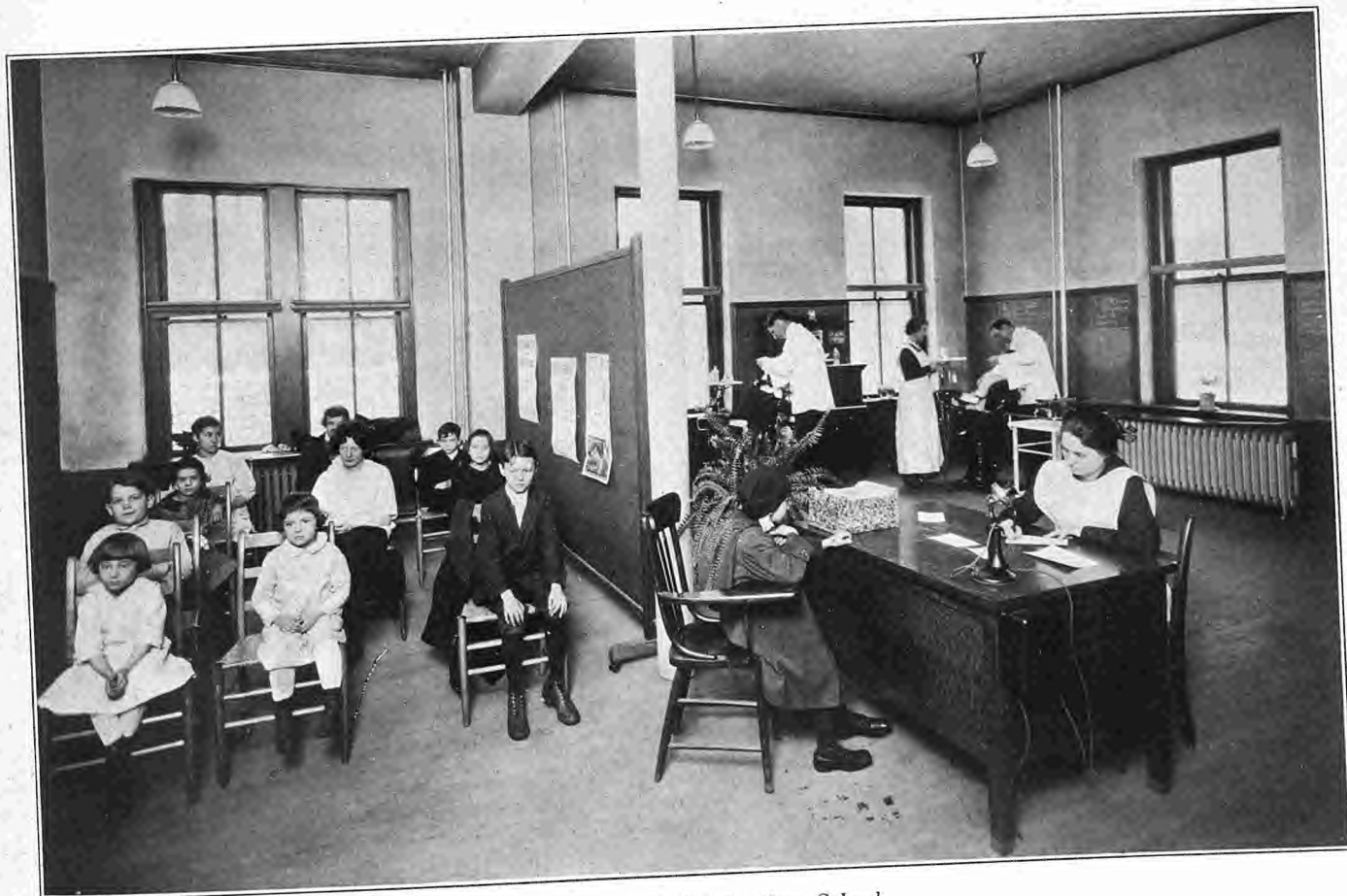
#### **MEDICAL AND DENTAL INSPECTION.**

Under the Statutes of the State of Missouri and in accordance with the provisions of the city ordinances of Kansas City, the Hospital and Health Board has supervision of the health of school children and of the sanitation of school buildings as a part of the general health supervision of the city.

The first effort at medical inspection in the schools of this city was in 1904 when through the gratuitous service of volunteer physicians medical inspection was provided for the majority of the school children of the city. Until 1908 the work was continued in the same manner, but at that time,

owing to opposition to compulsory vaccination and other regulations of the Hospital and Health Board medical inspection was almost discontinued for a time. The Hospital and Health Board has always had inadequate funds for this work. Some years a small sum was set aside for school inspection and sometimes a few physicians for small stipends were giving part time to the inspection of school children.

In 1915 under the leadership of the late Doctor Paul Paquin medical inspection was reorganized and extended to all the schools of the city by means of the gratuitous services of interested physicians. The Board of Directors in this year employed twelve physical education teachers to conduct play-ground work and to assist the physicians by keeping records for them, helping them in the inspection, and doing a certain amount of follow up work. The same year the Kansas City Dental Society also arranged for dental inspection by means of volunteer workers. For the past two years both dental and medical inspection have been continued on this basis and at the opening of the present school year five free dental clinics were provided under the joint supervision of the Hospital and Health Board and



*Free Dental Clinic, Hamilton School.*

the Board of Education and supported from private sources. At present fifty-four volunteer physicians and forty volunteer dentists are providing medical and dental inspection for the school children without cost to the Hospital and Health Board. The physicians and dentists of Kansas City are to be commended for their generous services in gratuitously maintaining school inspection, although the Hospital and Health Board had no funds for remunerating them.

#### **SCHOOL GARDENING.**

The interest shown in school gardening throughout our entire country is remarkable, especially when one realizes that this work is so new in America.

School gardening has been a feature of public education in European cities for a long period of time. The need of this educational feature was felt throughout Europe, in view of limited production, and it is reasonable to suppose that the same need is responsible for the present interest in this work in the United States. According to Dr. Cubberley, the first school garden in America was the Wild Flower Garden at Roxbury, Massachusetts, which was established by private citizens in 1891. The next practical effort recorded was that of the National Cash Register Company at Dayton, Ohio, in 1897, and it is not necessary to cite their success. In Kansas City, civic organizations and clubs first tried the plan by arousing interest in vacant lot gardening. Eight years ago the Board of Public Welfare assisted by philanthropic citizens took an active part in vacant lot work. The importance of this activity from a civic and educational standpoint was so convincingly demonstrated, that in 1911-1912 the Kansas City Board of Directors appointed a garden committee.

On December 15, 1912, the present Commissioner of Agriculture was appointed to develop school gardens in a voluntary way, no compulsion being brought to bear on principals, teachers or pupils. During the first year, eight school gardens were under cultivation and they proved to be such an unqualified success that the Board of Education endorsed the enlargement of the work. In the second year, thirty school gardens were operated and the vacant lot work was organized. Next, the promotion of home gardening was undertaken. Each year the interest in agriculture has increased, until we are now operating 996 vacant lots, sixty-two school gardens, besides a central garden comprising eleven acres. During the last year, thirty-thousand and four home gardeners received assist-

ance in the form of advice or personal visitation. School gardening is still a voluntary activity, but we experience no difficulty in holding our classes during the vacation period. This is no doubt due to the fact that the success of fall gardening in this climate was demonstrated from the first. Our gardening season in Kansas City covers the entire year, as we believe the value of work is lost if it is conducted only in the spring.

The school gardening department directs the landscape gardening in all our schools and provides a teacher for the adult agriculture class at the Polytechnic night school. This class in itself is an important feature of the work as some of the ward school teachers attend regularly and gain practical knowledge that can be applied during the next gardening season.

The value of school gardens would be greatly enhanced, if teachers realized the innumerable ways in which the school garden could be utilized for educational purposes without any of the regular school time being lost. Many topics in the various subjects of the prescribed elementary school course of study can be made more interesting and attractive to the pupils by using the school garden for illustrative material. The Federal Government has taken up this work actively and has made the statement that "cheap and abundant food made America, and practical agricultural development tending to increase food production must be developed to remake this country." School, vacant lot and home gardens are proving important factors in this country independent of their educational value, for the pupils take the produce raised to their homes and the cost of production is returned to the tax payers with interest.

#### **GARY SCHOOLS.**

Kansas City has two elementary schools organized on the modified Gary plan. One of these, the Irving, is now in its fourth year of the present organization; the other, the Karnes, is now in its second year. A brief description of the organization of these schools is given below:

##### **Irving School, Twenty-fourth and Prospect.**

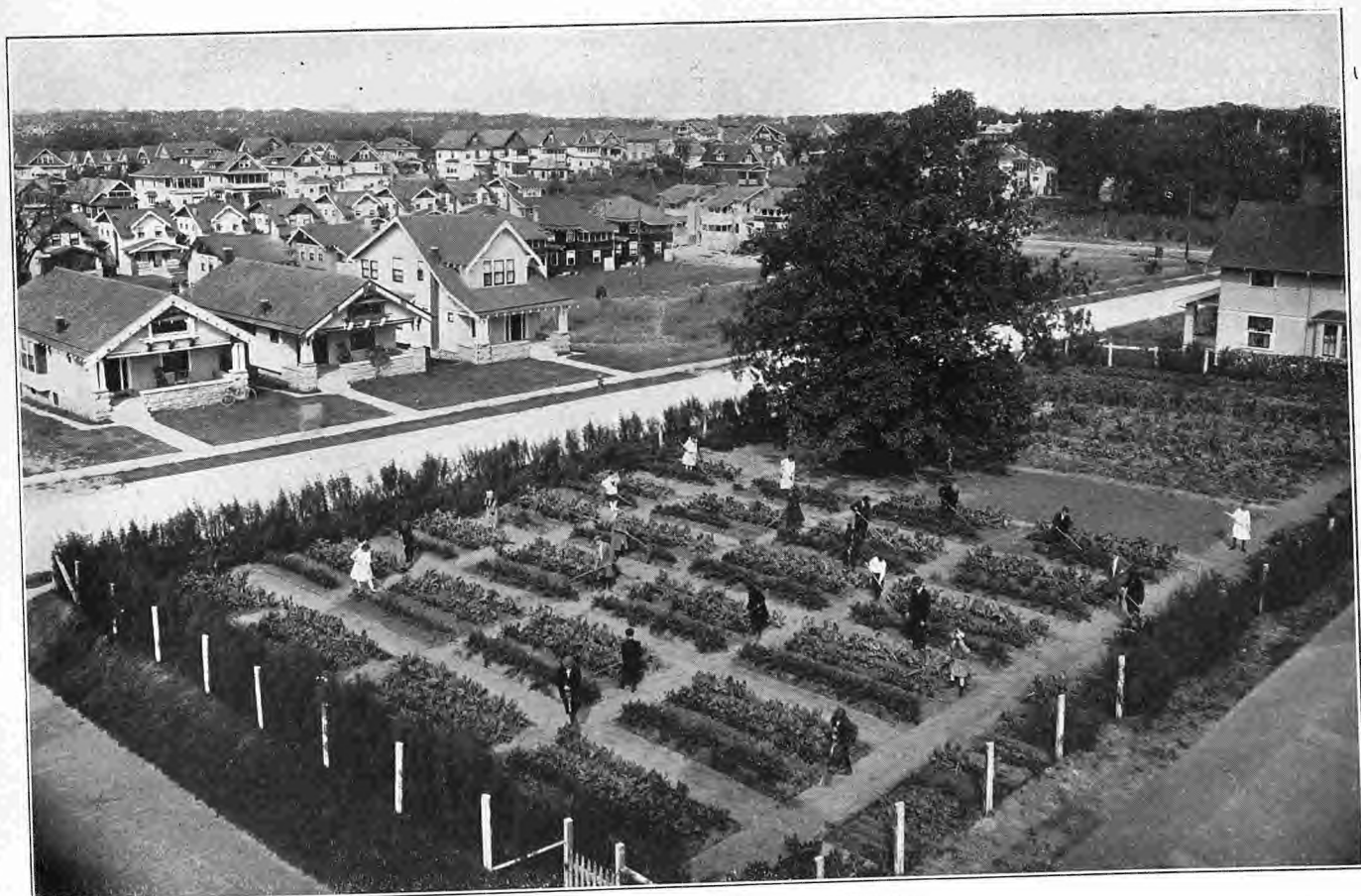
The Irving School is organized with a program similar to that in use at Gary, Indiana. There are twenty-three single class groups, occupying nineteen rooms, thirteen of which are used for academic work and six for the special work, such as literature, nature study, music, hand work and drawing.

Special activities are carried on throughout the day, and the average time per week given to these





*Frances Willard School Garden in October.*



*Sanford B. Ladd School Garden in October.*

classes is as follows: hand work and drawing, one hundred eighty minutes; nature study, one hundred fifty minutes; literature, one hundred fifty minutes; writing, seventy-five minutes; music, one hundred five minutes; manual training and domestic science, ninety minutes. Seven hundred fifty minutes a week are given for the academic work, including arithmetic, language and geography or history. Each academic teacher handles two groups of children and teaches three subjects.

Cooking above the fifth grade is taught on the institutional plan, the girls cooking in large quantities and serving a noonday lunch for the children of the school. Each group has one hour of recreation during the day, and the calisthenics and gymnasium work are done during this time. The school carries an enrollment of 1,130 pupils.

**Karnes School, Pacific and Holmes.**

The Karnes School has an annual enrollment of 1,700 and an average daily attendance of 1,400. Ninety per cent of all pupils are of Italian or Jewish parentage. The Gary system is used in grades three to seven, inclusive, and there are seventeen classes or sections working in thirteen school rooms. The

regular school organization, with a teacher in charge of each group, is maintained in four kindergarten rooms, eight first grade and five second grade rooms. In this school is maintained an open air school for anaemic children with two teachers in charge and a nurse who visits the rooms daily. There is also a special school for subnormal children with two teachers in charge.

Manual training and domestic science classes are organized so as to give two periods of one hour each per week. The school has two gymnasiums and two large play rooms which are in charge of competent instructors. The pupils in grades three to seven are given two hours of gymnasium work per week. Shower baths are in use daily and from 1,200 to 1,500 baths are given each week. The pupils of the first and second grades are given a tooth-brush drill daily. A moving picture machine is in use in the building. Special attention is given to music, class room work, choral work and orchestral work.

Special teachers are employed in music, drawing, handcraft, nature study and writing. The dental clinic is open daily from 8 to 10 a. m. and an average of seventy-five operations per week are per-

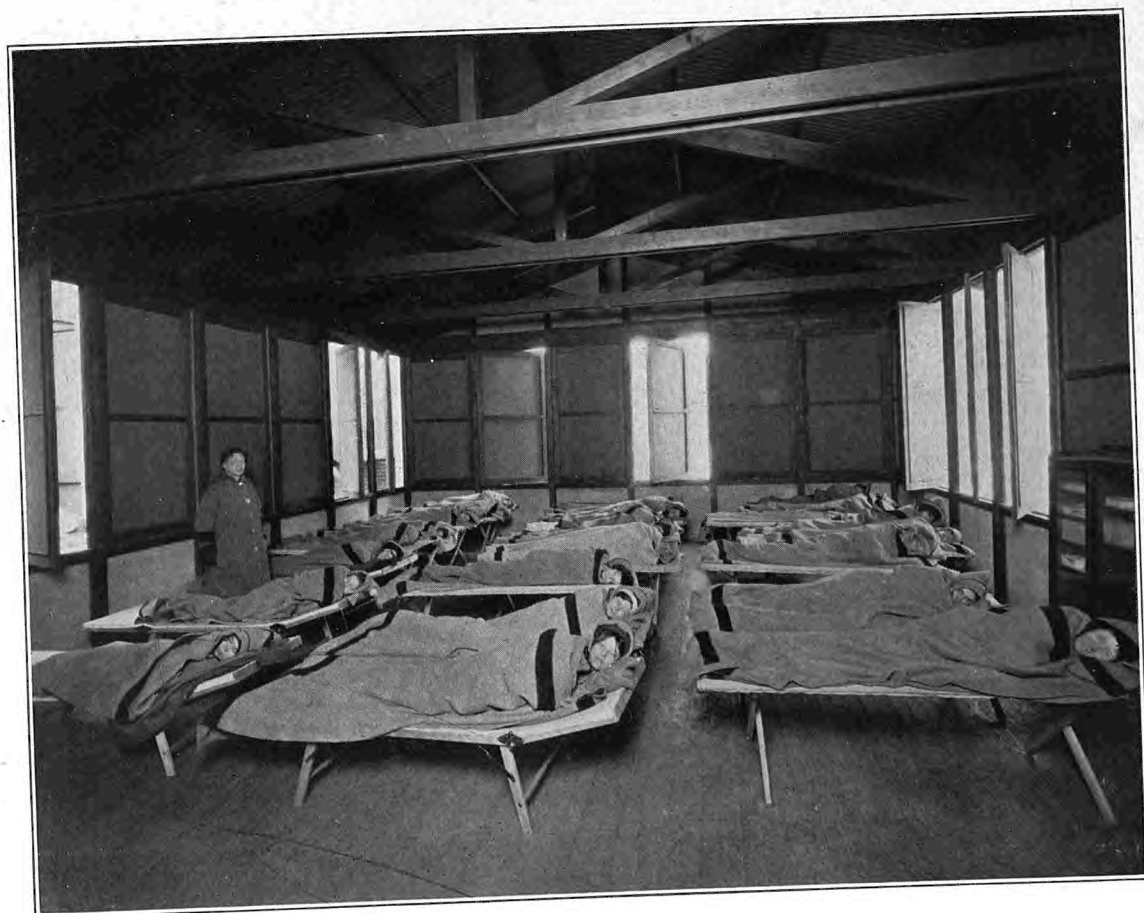


*Tooth Brush Drill, First Grade Pupils, Karnes School.*



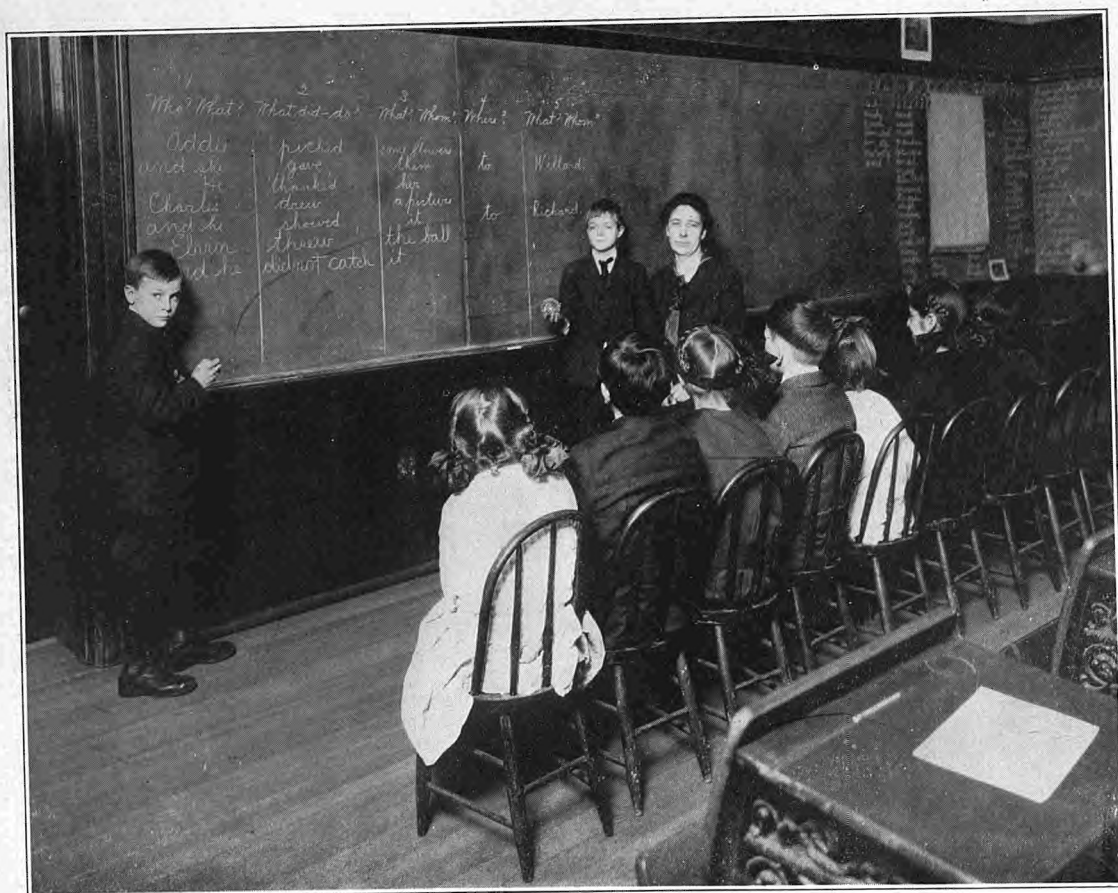
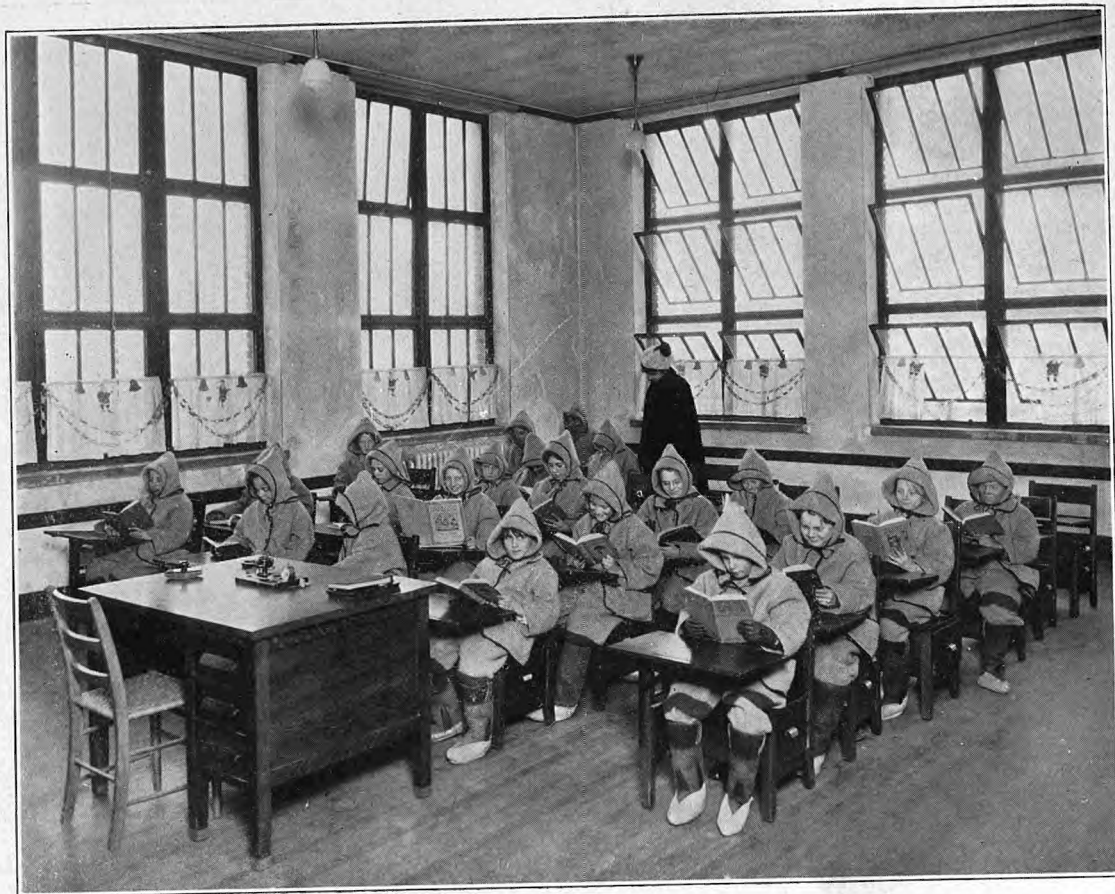


*McCoy  
School  
Open Air  
Pupils  
at Their  
Lunch.*



*Humboldt  
School  
Annex  
Open Air  
Pupils  
at Rest.*

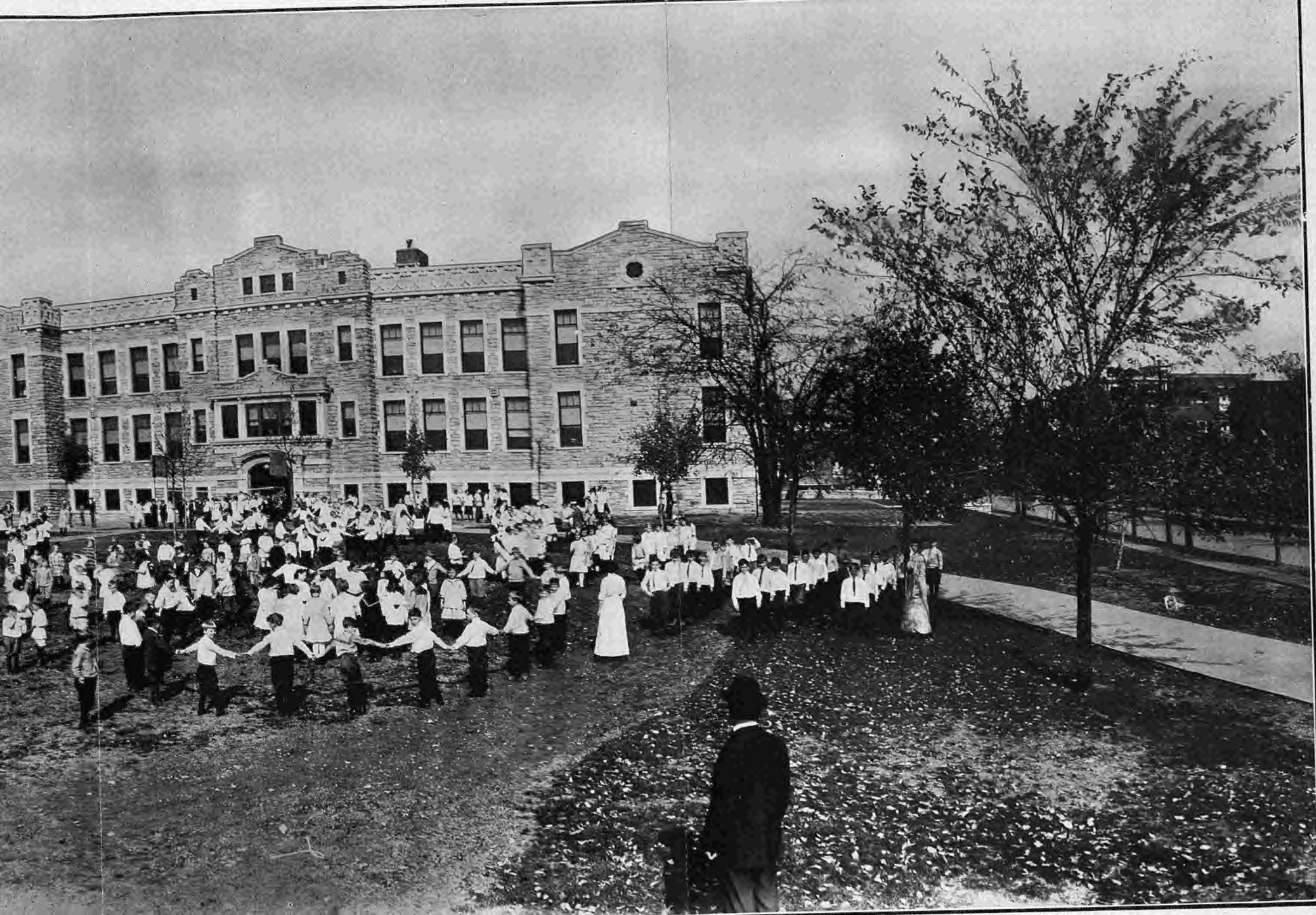
McCoy  
School  
Open Air  
Pupils  
at Their  
Studies.



Oral  
Deaf School,  
Five-Column  
Slate Work.









formed. A nurse is employed to assist the dentist in the clinic and to do follow up work. A medical clinic is open in the building daily from 10 to 11:30 a. m. for the use of pupils and patrons of the district. A physician and nurse are in charge of the medical clinic and seventy-five to one hundred patients are handled per week. The nurse does follow up work in the afternoon.

#### **OPEN AIR SCHOOLS.**

In September, 1915, the first Open-Air School was established at the Karnes School and was designed for anaemic children only, no tubercular ones being admitted. A careful physical examination by a physician and his recommendation are necessary for admittance. The school began with twenty-five pupils and one teacher and because of the novelty features peculiar to an Open-Air School, was immediately popular. From time to time it was necessary to admit other children until there were more than one teacher could handle, and in December, 1915, another room was added. This fall, two additional schools were opened, one at the Humboldt, and one at the McCoy. There are now sixty pupils in the Open-Air School at the Karnes, thirty at the Humboldt, and thirty-four at the McCoy.

During the first year fifty-seven children were enrolled. They did the regular elementary school work, only two of the fifty-seven were unable to complete their grade satisfactorily and both of these were excluded and sent to hospitals during the year. Every child gained in weight, the average gain being over ten per cent of the original weight. The greatest gain was twenty-one pounds in the case of a nine-year-old boy.

First principles are fresh air, good food, rest, cleanliness and sunshine. With these the lethargic, indifferent child has in every instance become a wide-awake, natural child. The greatest problem is, "How to keep them busy."

The Open-Air children have a shower bath even on the coldest days and are ready for academic work at nine o'clock. At ten o'clock in the morning and half past two in the afternoon, they are served a simple meal prepared by the regular home economics department. One hour of complete rest is required of every one during which, ordinarily, seventy-five per cent of them fall asleep.

The Open-Air Schools in Kansas City are cooperative institutions carried on as follows:

The Board of Education furnishes the teacher, the room and the regular school equipment. The Anti-Tuberculosis Society furnishes the food and the special clothing which is needed for the open-air work. The Visiting Nurse Association furnishes

the nurses for the health supervision of these children, one nurse giving her full time. The Pan-Hellenic Society has donated the dining room equipment and has also furnished tooth brushes for the children.

The chief purpose of the Open-Air School is to develop the physical strength of the pupils and save them from becoming the victims of some contagious and infectious diseases. Often these pupils become so strong and healthful that they may return to the regular room.

#### **ORAL DAY SCHOOL FOR THE DEAF.**

In September, 1914, a department for deaf children was organized at the Madison School. The class of ten quickly grew to sixteen and in December of the same year a second teacher was engaged. At the present time there are thirty-five pupils in the school under the supervision of three trained teachers of the deaf assisted by two public school teachers.

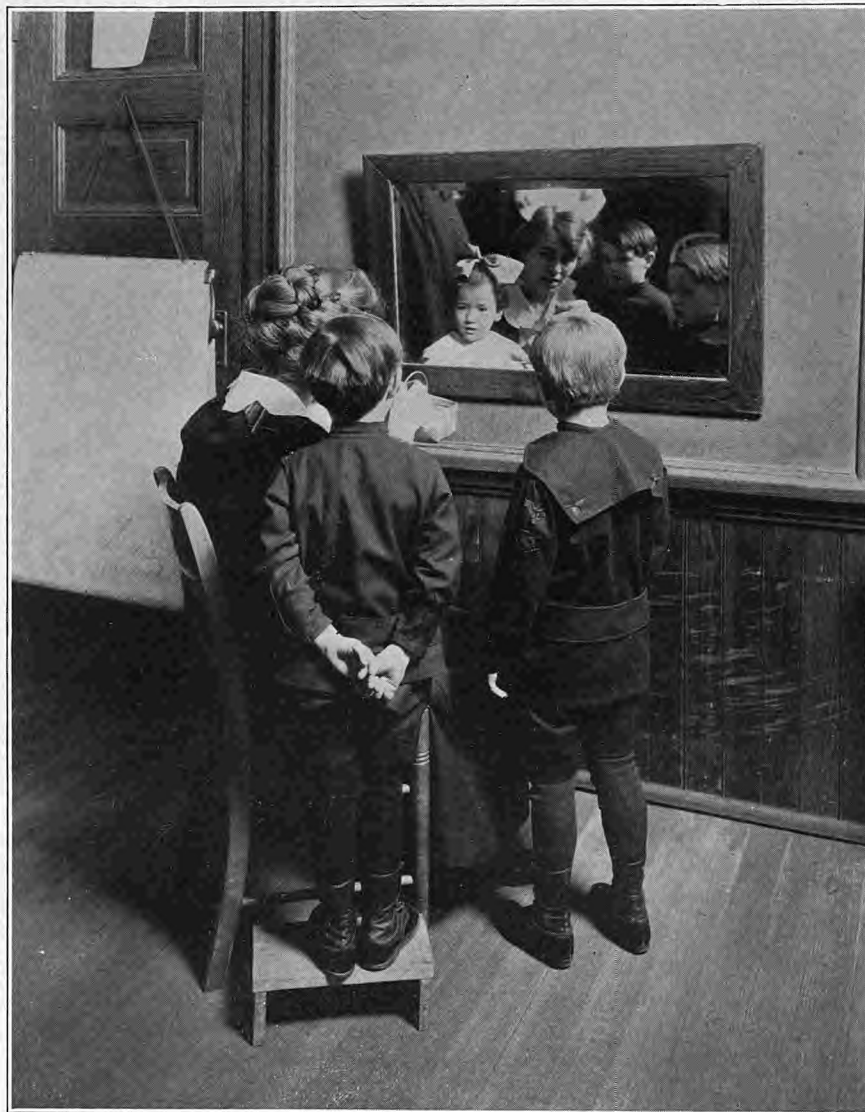
The children, whether congenitally or adventitiously deaf, are taught to speak and read the lips and to receive their education by means of exclusively oral methods. Therefore, to accomplish work the classes must be small. The pupils range from five to fourteen years of age but the majority are under ten. The kindergarten class of nine pupils, in addition to their own work, spend one hour in handwork and games every morning with the hearing children in their kindergarten and do the work creditably. This hour with the other children is necessary, for we aim to have our deaf children mingle in work, as well as in play, with the hearing children so that they will not grow up in a world to themselves.

By imitation they are taught to reproduce the vowels and consonants and for this they must use their eyes and sense of touch. When these sounds are learned, they are combined into syllables then into words and sentences. Mirrors are used and are a great help in teaching difficult words. Nouns are taught first by means of objects and pictures and then verbs as the names of actions, the order being lip reading, speech and writing. The past tense of the verb is taught first for the reason that by the time the children are ready to tell in speech or writing what they have done, the action is already completed.

Language forms must be impressed upon their minds and the most successful device for giving correct construction in their first years in school is the Barry Five-Slate System. The blackboard is divided by vertical lines into five columns, the name of the actor (or subject) being written in the

first column, the name of the action (or predicate) in the second column, the receiver of the action (or object) in the third, the preposition in the fourth, and the object of the preposition in the fifth column. This system explains the order of words in the English sentence.

The work is not confined to the teaching of lip-reading and speech, but the children are carried through a course of study such as is followed in the public schools, with manual training for the boys and sewing for the girls, both subjects being taken with hearing children.



*Use of Mirror in Teaching Speech to Deaf Pupils.*

#### **SCHOOLS FOR SPECIAL CLASSES.**

The department of special class work for sub-normal children of the Kansas City public schools was started in October, 1915. At that time two rooms in the Madison school were set aside for this work. One was equipped for shop and industrial training; the other, for regular academic studies. Thirty-five children were enrolled in this class and they came from all parts of the city.

In September, 1916, a special class was opened

in the Karnes School. Two rooms were arranged and furnished for this class in much the same manner as those at the Madison School. This class now receives pupils from the school districts in that locality.

The two classes, at this time, have a total enrollment of sixty-two pupils of varying ages. Four teachers are employed to instruct them and the classes are divided into groups of not more than fifteen pupils to a teacher.



The work in these classes is, principally, industrial. However, all the children receive as much academic training as they are capable of taking. The industrial work includes manual training, weaving, sewing, embroidery, basketry, hammock knotting, and cooking. The cooking equipment has been added recently, and the children will have the opportunity of preparing and serving lunches in addition to the regular lessons in cookery.

This department serves three purposes: first, it relieves the regular grade classes of these unfortunate pupils; second, it places these children in an environment that is more suited to their particular needs, and it gives them a real opportunity to develop; third, special training is given with the hope that these pupils may leave the special classes better fitted, socially and economically, to take their small place in the world, and be self-supporting and happier. Many of these pupils who were "drags" in their regular classes make excellent progress in many subjects when placed in smaller groups. They are excused from much of the formal text book work.

#### **THE BROADWAY SCHOOL FOR BOYS.**

In the school system there are many atypical children. Last September there was organized a school for boys who for one reason or another are unable to keep step with their classes and to work advantageously in the regular school. This school is sometimes known as the "Problem School for Boys." The boys are handled in smaller groups than in the regular school. They are given more manual and industrial work and each case is studied individually and an effort made to adjust the work to the needs and tastes of each pupil.

#### **PARENTAL HOME FOR GIRLS.**

The Parental Home for Girls was established in 1912 by the joint action of the Board of Directors of the Kansas City School District and the County Court of Jackson County on the same basis as the McCune Home for Boys, which is fully discussed in another part of this book.

There are fifty girls who are wards of the Juvenile Court in the Girls' Home. The regular work of the elementary school is given to the girls in this home. However, it is planned to give these girls more industrial work and more work in home economics.

The Home is organized on the cottage plan and an effort is made to restore as far as possible real home conditions for the type of girl who can not

be properly provided for in the regular schools but who should not be sent to the State Industrial School for Girls.

#### **VACATION SCHOOLS**

Vacation Schools, under the supervision of the Board of Directors and supported by public funds, were established in Kansas City, Missouri, in the year 1911. For ten years previous to this time certain public school buildings had been used for Summer or Vacation Schools, which were conducted under the auspices of the Athenaeum. The Vacation School term is six weeks in length, beginning immediately after the close of the regular session of school.

The chief purpose of these schools is to make it possible for pupils who failed to complete a grade during the regular school session to make up that work so that they may be admitted to the regular classes of the advanced grade at the beginning of school in September.

Pupils who have completed the regular year's work but who feel that they would like to review and more thoroughly assimilate the knowledge of the course previously studied are also admitted.

Last year four schools were in session with a teaching body of twenty-two teachers and an enrollment of seven hundred ninety-four pupils.

#### **COMPULSORY SCHOOL ATTENDANCE.**

The Compulsory School Attendance Laws first went into effect in Missouri in September, 1905. The Attendance Department in Kansas City was organized at that time with three officers, and one clerk, all of whom continue in the work. Since then three more officers have been appointed making a total of seven workers now—four white officers, two colored officers and one clerk.

So many at first considered the law a direct attack on their personal liberties that it was hard to convince them otherwise. The statement, "I can do as I please with my child" was freely made in the beginning; but it is never heard now except from newcomers in the district. If Kansas City had not had a friendly press and a strong juvenile court judge back of the new law, it would have been very much harder for the officers. As it was, it took infinite patience and a long time to bring the public into the spirit of the law.

At first it was very difficult to meet all the pleas of poverty, sickness, desertion, neglect and disorganized homes, because there were not enough agencies to take care of these problems, but so many progressive social movements have been

started since, that we have little trouble now in taking care of all deserving cases that are brought to our attention through the work of the department. The Juvenile Court, Provident Association, Board of Health, Visiting Nurses, Welfare Board, Mercy Hospital, Clinics, Day Nurseries, Police Department, Churches and many private organizations all play a part at times in helping enforce the compulsory attendance law. With the broadening of the Widows' Pension Act and with a greater amount to expend on scholarships, we hope that many children who would otherwise be obliged to go to work before they have completed the elementary course will be able to continue their studies in day school.

The administration of the Compulsory attendance Law necessitated the establishment of a parental home for boys and another for girls in Jackson County. Both of these institutions are doing remarkably fine work for the good of our neglected and delinquent boys and girls.

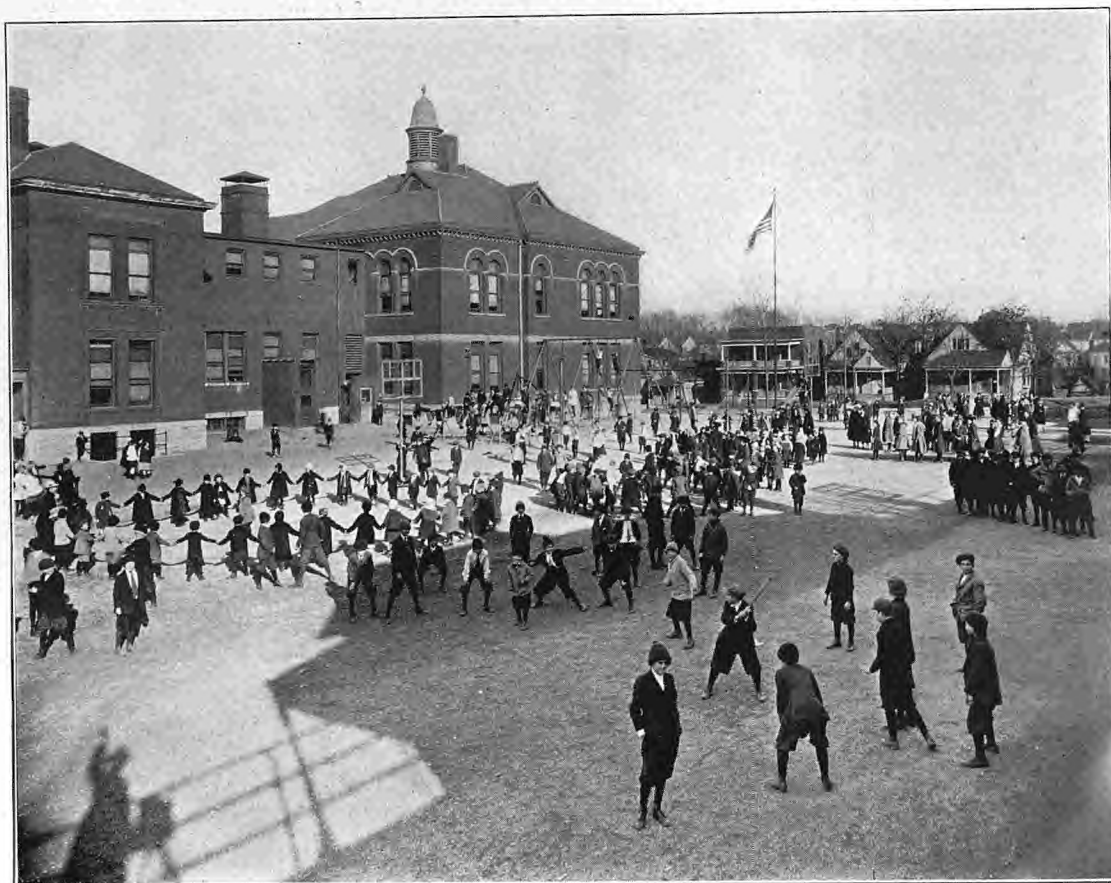
Since June 19, 1911, the attendance department has issued all employment certificates. The Child Labor Law under its present form is very unsatisfactory as we have no follow-up system on the certificates. Although our law says it is sufficient

for the applicant to be able to "read and write simple sentences in the English language," we do not issue a certificate to a child between fourteen and sixteen years of age who is below the fourth grade unless he is mentally defective, and it is agreed by the court, or the school, or both, that it is best.

While Missouri has been very slow in providing for her children, undoubtedly she will make amends at the 1917 legislature. The Children's Code Commission has been working for over a year on what promise to be ideal laws for her future citizens. These changes will affect our work materially, will put it on a much stronger basis and will broaden its scope wonderfully.

Some of the work of the department and the growth of that work is shown in the following table:

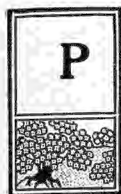
	1905-6	1910-11	1915-16
Investigations .....	2,434	4,350	6,384
Visits to schools .....	594	1,150	2,756
Visits to homes .....	2,325	4,176	6,289
Referred to court.....	218	186	381
Charities, Welfare, Board of Health, etc. ....		33	209
Taken off street.....	240	272	514
Unenrolled .....	300	254	533
Truant .....	348	594	821



*Playground Work, Irving Elementary School.*



# *The Vocational and Pre-Vocational Schools*



UBLIC school systems throughout the entire country are conducting surveys, making investigations and experimenting in an attempt to discover the kinds of education needed by the worker and how the courses offered may be efficiently presented. Twenty-nine million men, women and children in the United States are at this moment engaged in trade, industrial and agricultural pursuits. The problem of making the present workers more efficient and of preparing its share of the million new workers, who each year enter the ranks of the employed, is being solved in Kansas City by vocational schools of several types.

## **LATHROP SCHOOL OF MECHANICAL TRADES.**

This school was organized as the Lathrop Industrial School in August, 1912, and for four years offered a two-year pre-vocational course. With the opening of school in September, 1916, a four-year course was authorized by the Board of Education, and the name changed to the Lathrop School of Mechanical Trades.

The first two years of the course are largely given to pre-vocational training and admit boys from the elementary schools who have completed the fifth grade, or who are twelve years of age. The two upper grades of the school admit to the trade classes boys who have finished the seventh grade, or those of mature age who have obtained sufficient experience to enable them to make a selection of the course for which they are fitted. The school receives those pupils who because of natural ability or inclination are directed to the industries and those whose home conditions make necessary an early preparation for wage earning.

The enrollment averages about two hundred boys each year. The school day consists of seven hours, half of which is given to shop work and half to a study of English, General Science, Shop Mathematics, Occupations, Industrial History and Geography and Mechanical Drawing. The shop work includes courses in Wood Turning, Carpentry and Cabinet Making, Electric Wiring, Printing, House Painting, Plumbing and Sheet Metal Construction.

The construction of school furniture, gymnasium and playground apparatus, the painting and wiring of school buildings and the printing of school

blanks are freely used as a means of giving practical experience to the pupils along industrial lines.

## **JANE HAYES GATES INSTITUTE.**

For several years a suitable site on which to locate a school for girls has been sought. Recently a deed of gift conveying a site and building for this purpose was presented to the Board of Education by Nellie Gates Marty, Mamie Gates Whipple and Marvin Hayes Gates, in memory of their beloved mother, Jane Hayes Gates. The deed of the gift provides that:

"The said real estate is to be used as a site for a school or institute constituting a part of the public school system of said party of the second part, and in which school or institute shall be given in such form, and manner and under such rules and regulations as may from time to time be established therefor by said party of the second part, to girls of the white race of Kansas City, Missouri, of school age, and such other girls and women of the white race as may be permitted by the Board of Directors of said party of the second part to attend said school or institute, instruction in the principles and practice of home economics and instruction designed to fit girls and women for vocations and activities suitable for women."

"Such school or institute shall bear the name of Jane Hayes Gates Institute."

Plans are under way for equipping this school with the kind of apparatus which will satisfy the demand for vocational education for girls in Kansas City.

## **THE GARRISON INDUSTRIAL SCHOOL.**

The Garrison Industrial School was opened in September, 1915, for the benefit of the colored boys and girls who had been compelled to leave school without receiving a high school education and who wished to make themselves more efficient workers by taking a two-year vocational course.

Courses are offered to boys in Carpentry, Cabinet Making, House Painting and Decorating. To girls, the Principles of Food Selection, Buying, Preparation, Cooking and Serving, together with courses in practical Household Management, Domestic Service, Dressmaking and Millinery work are open.

The enrollment for this year is two hundred and sixty pupils. A new building is being erected on the grounds of the Lincoln High School in which the work of this school will be enlarged.

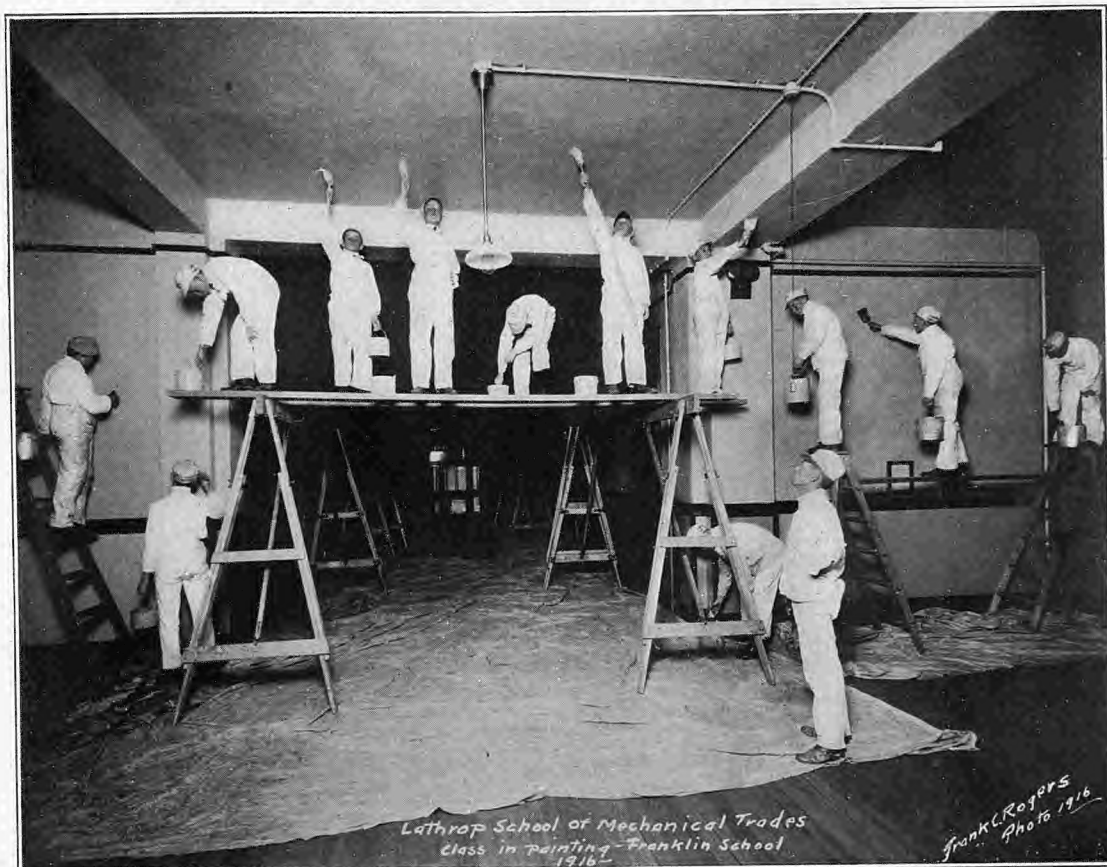


*First Unit of the Lathrop School of Mechanical Trades, Shop Building. Classes in Masonry, Carpentry, Electric Wiring and Painting Were Engaged in the Erection of This Building.*

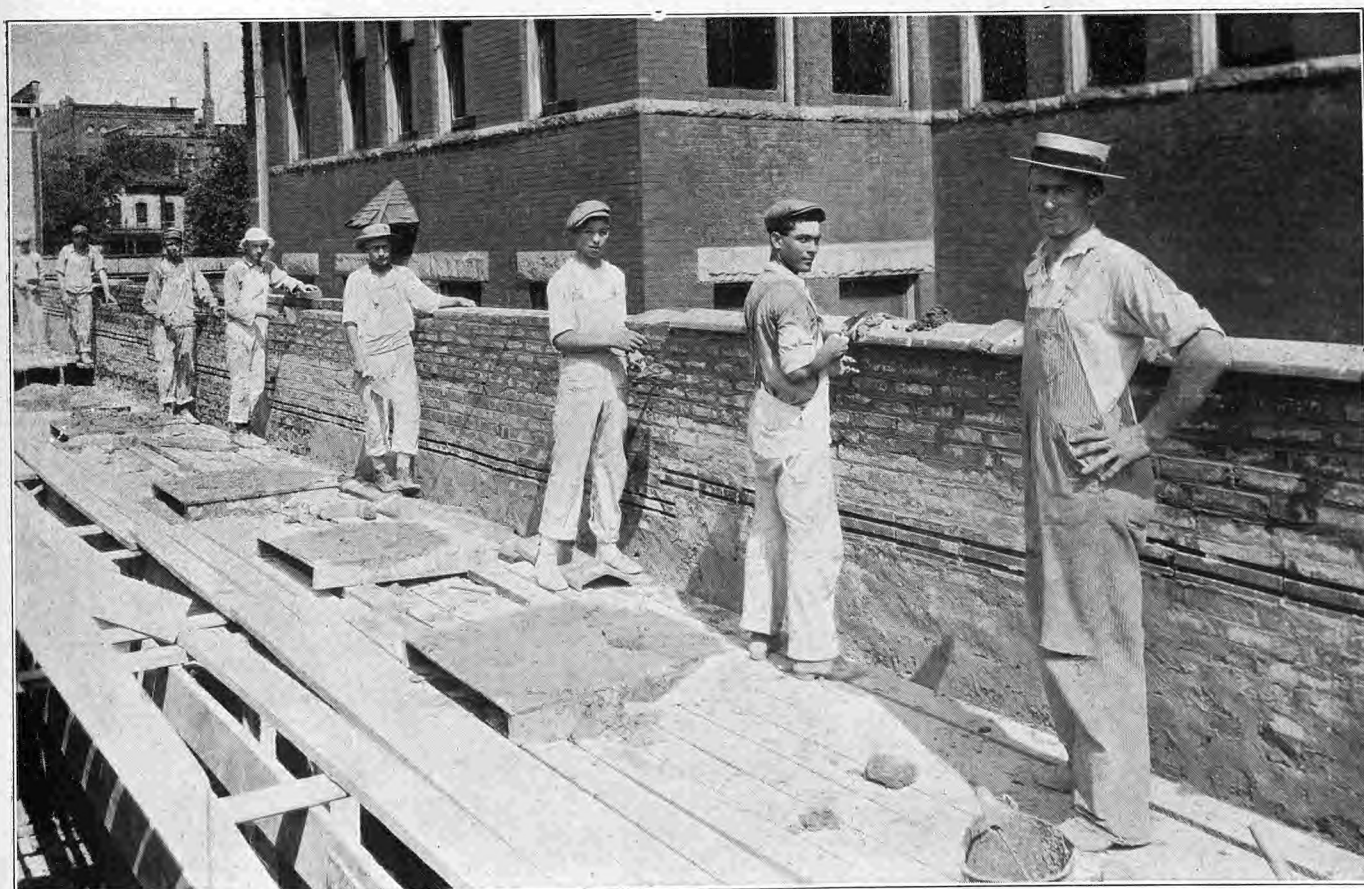


*Carpenters Engaged in Erecting a Saw-Toothed Skylight for the Shop Building of the Lathrop School of Mechanical Trades.  
Vacation School, 1916.*





*The Class in Painting from the Lathrop School Painting the Interior Walls of the Franklin School (An Eighteen-Room Elementary School Building).*



*Members of the Class in Bricklaying Engaged in Finishing the Fire Wall on the Lathrop School of Mechanical Trades, Shop Building.  
Vacation School, 1916.*



*Cottages No. 1, 2 and 3 at the McCune Parental Home. Cottages No. 2 and 3 Have Been Constructed by the Boys in the Vocational Classes.*



*Pupils of the "School for Maids," Bruce School.*



### **McCUNE PARENTAL HOME.**

A Parental Home was authorized by a special act of the Missouri General Assembly in 1905. In 1908, the Jackson County Court purchased one hundred acres of land and asked the Board of Education of Kansas City to unite with the Court in establishing the McCune Parental Home. The Home was named in honor of Judge Henry L. McCune, the first judge of the Juvenile Court of Jackson County, who was largely responsible for the passage of the first juvenile laws in Missouri.

The Act of the General Assembly made it possible to provide a home for neglected and mildly delinquent children. Criminal boys are sent, as formerly, to the State Industrial School at Boonville.

The County Court and Board of Education each has distinct parts in the administration of the Home. The County Court provides and maintains the farm and all improvements thereon as a Home for boys. The Board of Education has assumed the responsibility of giving to these boys the same educational advantages offered to children in the city schools.

The Parental Home is built on the cottage plan, with accommodations for twenty boys in each cottage. Each building is provided with a large living room, dining room, kitchen and pantry on the first floor, and a large dormitory with lavatory, lockers and rooms for the cottage help on the second floor. The basement extends under the entire building and includes a play room, shower bath, toilet room, boiler and coal rooms. A master, matron and cook are assigned to each cottage. The master and matron are father and mother to the boys. The cook, assisted by the boys, prepares and serves all food for those residing in the cottage. The smaller boys are assigned to assist the matron in caring for the cottage. They become proficient helpers along this line.

Supplies for a cottage are furnished daily on requisitions from the cook and matron. Each cottage has its own distinct home life, according to the inclinations of the master and matron. The McCune Parental Home is one of the very few Parental Homes in the United States where the small cottage plan is carried out into real home life. Eight new modern cottages constructed of stone and stucco have been erected at a cost varying from \$7,500 to \$14,000. Of these cottages, two which cost \$7,500 each for material have been entirely constructed by the boys of the vocational classes. The Home is also provided with a modern eight-room school building, built of native stone, with four shops in the basement. A steam laundry, a horse barn and a dairy barn are a part of the equipment. A com-

plete sanitary sewer system is installed, as well as a water system which furnishes spring water to all parts of the home and farm. The Home maintains a dairy herd of forty-five Jersey cows. All of the dairy products are consumed in the Home. A sufficient number of hogs are raised each year to provide all the pork and lard needed. Truck gardening supplies the Home with all of the green vegetables in season. Boys under competent men raise the vegetables, care for the pigs and do all of the dairy work as well as the stable and team work.

The academic school instruction, as to teachers and subject matter, is equal to that given in the city schools. In 1914 the Board of Education established vocational training. The erection of the cottages has served as a desirable means of giving the boys practical training in the trades. Under the guidance of trade teachers the boys have installed an electric light plant and maintained daily service for light and power. Instruction and practice is given in Carpentry, Stone and Brick Masonry, Plumbing and Sheet Metal Work, Plastering and Stucco, Electric Wiring and Furniture Making. As a result of the combined efforts of these classes, the cottages are not only completed, but each one is furnished with a full set of dining room, living room and bed room furniture. Boys are given manual training or vocational training after reaching the fourth grade. Every boy has the opportunity to select his trade. A school day consists of three and one-half hours for vocational training and three hours for academic instruction.

An average attendance of two hundred boys is maintained by the judge of the Juvenile Court, who has the sole power of commitment. Boys are committed to the Home under sentences which range from two to four years, and are paroled by the superintendent whenever the boy has made good. Many neglected boys of Jackson County have been extremely fortunate in having an opportunity to be sent to the McCune Parental Home instead of a state institution.

The Board of Education, County Court and Juvenile Court are to be congratulated and commended for having joined together in providing this method of dealing with the boy problem.

### **A TRAINING SCHOOL FOR MAIDS.**

For several years Mrs. T. W. H. Williams conducted in her home a private school for negro maids. During the school year of 1916, a model apartment and class room was fitted up in the annex to the Bruce School and the work begun by

Mrs. Williams was made a part of the school system.

This school is of an unusual character and differs greatly in the type of work offered from that given in any of the public schools. Girls who wish to fit themselves for entering household service are received, given an apprenticeship training, and placed in a position of employment with one of the families of Kansas City. After employment is secured, the girls attend school one afternoon each week.

The subject matter of the lessons consists of training in cooking, serving, meal planning and housework. It has been demonstrated that the girls who become proficient are enabled to command wages from \$7.00 to \$10.00 per week in the homes of Kansas City.

Classes are open on Tuesday, Wednesday and Thursday afternoons of each week.

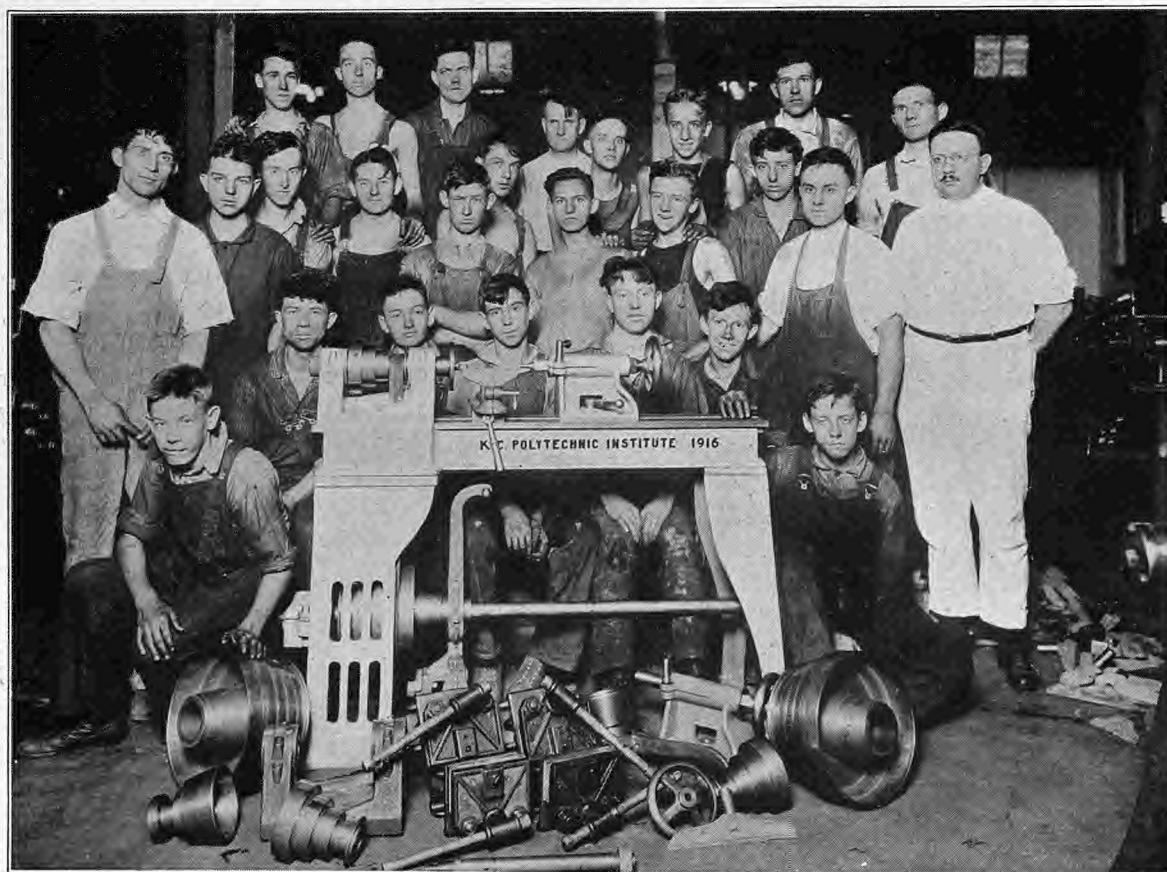
#### **PRE-VOCATIONAL CLASSES IN THE ELEMENTARY SCHOOLS.**

These classes, which are held in the Garfield, Yeager, Hamilton, Thacher and Clay Schools, offer to boys pre-vocational training in carpentry in all

of the schools, with shop electricity in the Garfield and Yeager Schools. Boys from the sixth and seventh grades are permitted to enter these classes and are given shop work one-quarter of each day. The shop teachers are men who have been taken from the trades, and the classes are conducted so as to give to the individual experiences similar to those he would obtain in an industrial concern.

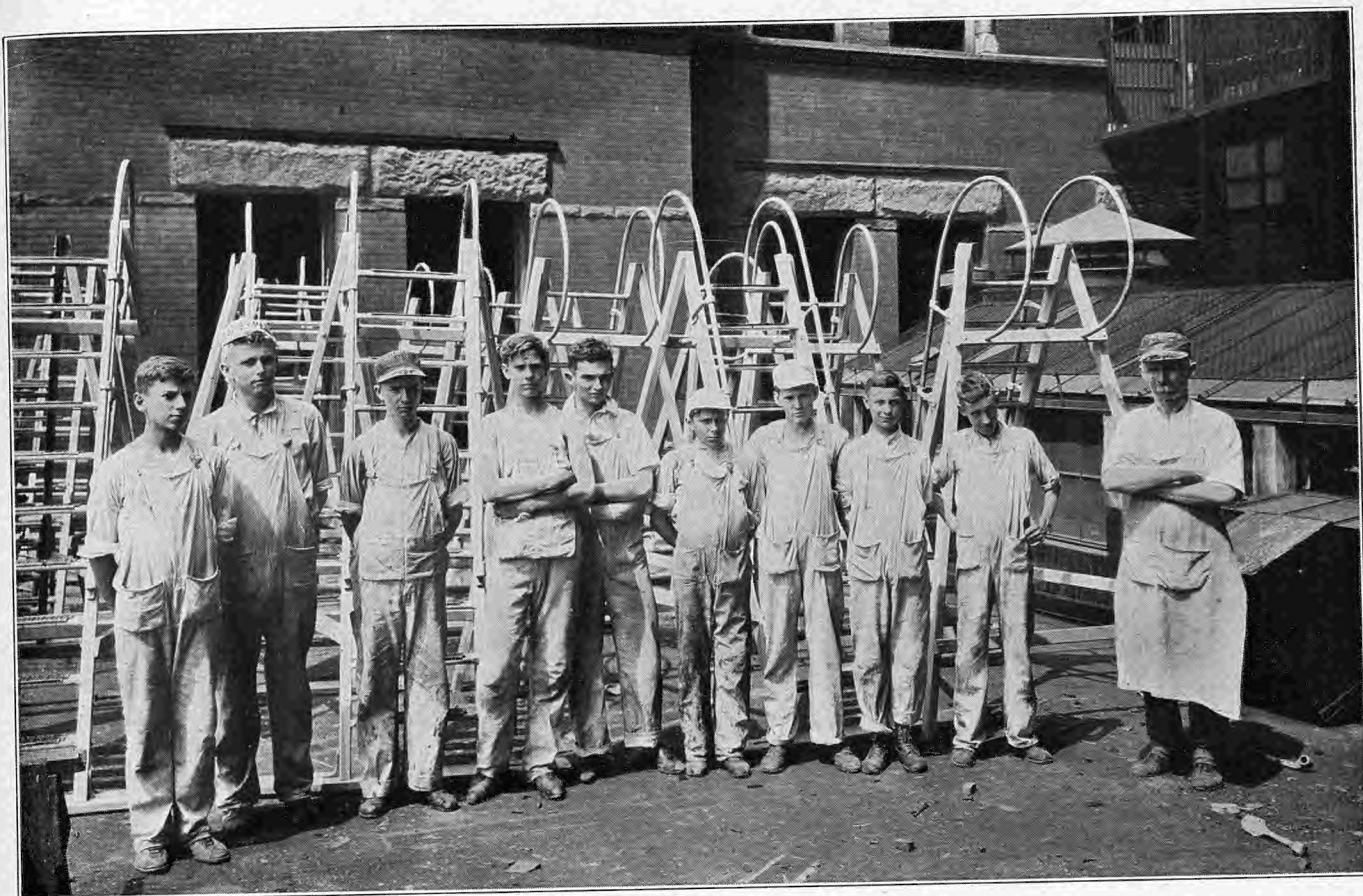
Trips to industrial concerns and a study of the occupations supplement the regular school work. The above centers are so located that pupils from adjacent schools may attend and obtain the pre-vocational training.

Pre-vocational classes for girls are given cooking once a week and sewing three or four times a week during the entire year, and millinery work once a week during one-half of each year. The girls in these classes, in addition to sewing for themselves and their own families, have made garments for children in institutions and poor families of their neighborhood, and have done work for outsiders at a nominal charge. Many of the girls thus trained have secured positions in the needle trades. Whenever possible, the family meal plan is used for the cooking lessons. Girls of the class take

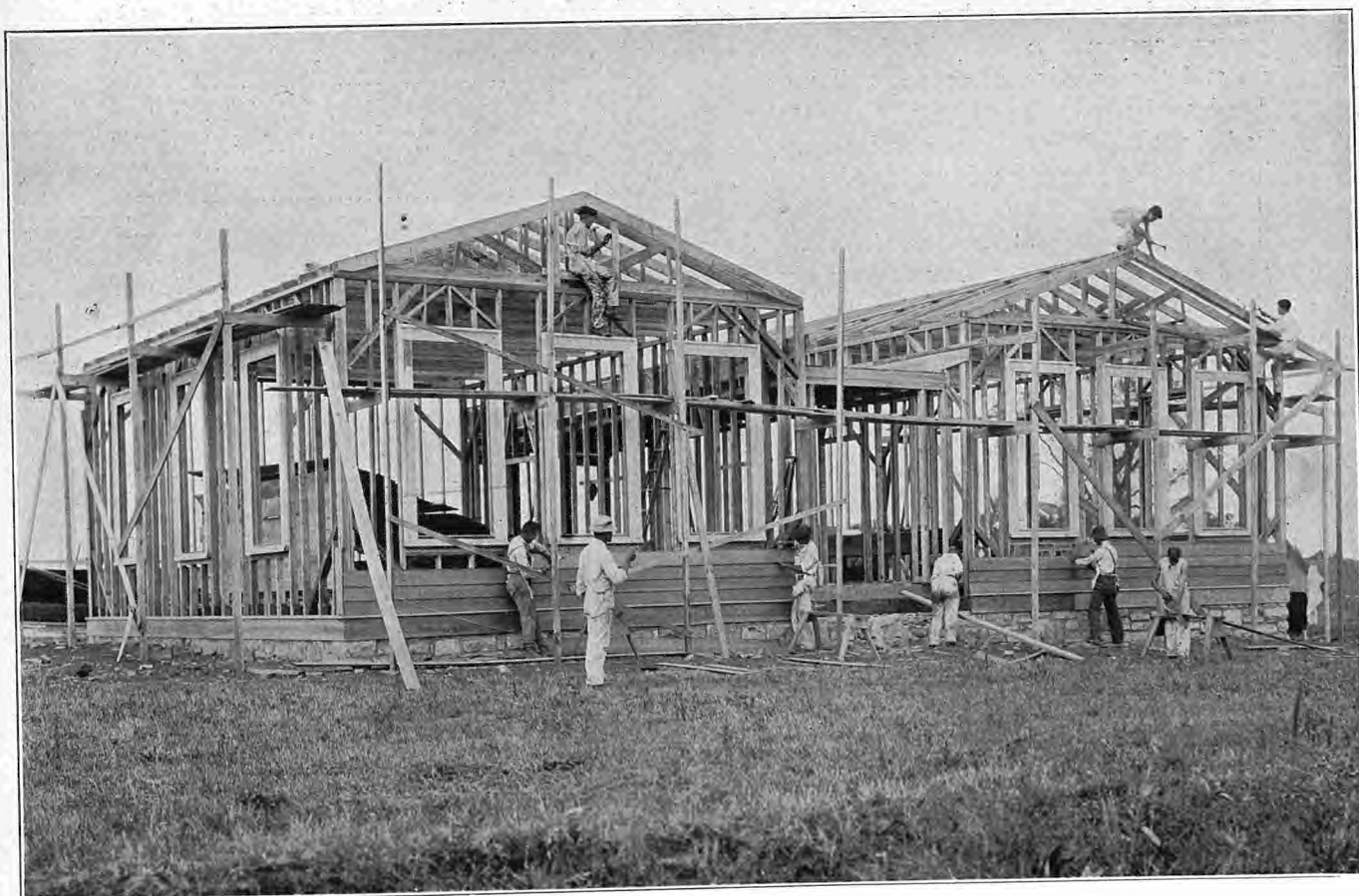


*Machine, Foundry and Forge Shop Classes. The Vacation School Utilized the Construction of Eight Woodworking Lathes, Fifty Woodworking Vises, and a Large Amount of Playground Apparatus. Polytechnic Institute Building, Summer 1916.*





*The Class in Carpentry in the Polytechnic Institute, Engaged in Constructing Playground Apparatus.  
Vacation School, 1916.*



*Constructing a Two-Room Frame Annex Building, the Marlborough School.  
Vacation School, Summer, 1914.*

turns in planning, marketing and serving a meal for teachers at a definite cost—the whole class participating in the preparation of the meal.

### VOCATIONAL CLASSES IN THE VACATION SCHOOLS.

Vocational classes have been conducted in the Vacation Schools during the past three years. They were organized primarily for the purpose of giving an intensive training in shop methods to boys who were planning to enter some form of industrial occupation. Pupils who enroll in these classes are required to enter into a contract, approved by their parents, in which they agree to continue for a period of six weeks unless excused by the Director of Vocational and Manual Training Instruction. The school day extends over a period of eight hours, of which seven hours are devoted to shop work and one hour is devoted to a study of shop mathematics and mechanical drawing.

All pupils enrolled in these classes receive a wage of from 10 to 20 cents per hour, as determined by their previous experience, application, and the quality of their workmanship. The particular wage given any individual is determined after a week's try out.

The Vacation course includes the construction of playground apparatus, school furniture and shop equipment (such as woodworking lathes and bench vises), and the erection of school buildings.

During the summer of 1916 classes were organized in Carpentry, House Painting, Electric Wiring, Masonry, Printing, Machine Shop, Foundry and Forging.

The Vacation School offers a satisfactory means for giving training under actual shop conditions. The boys are taught that "time is an element" on the job on which they are working and that every piece of work must conform to the working drawing in order that it may be placed in stock along with similar work by other pupils.

### EVENING CLASSES (FOR THE DAY WORKER).

At the Lathrop School of Mechanical Trades, evening classes are open to journeymen in wood graining; to sign writers and apprentices in sign writing and pictorial work; and to sheet metal journeymen and apprentices in sheet metal construction. Other classes in cabinet making and millwork receive students desiring special training in the use of milling machinery and joinery. Instruction is also given in House Painting, Wood Turning, Pattern Making, Printing, Plumbing, Electric Wiring and Mechanical Drawing.

The evening classes at the Polytechnic Institute offer to men work in Machine Shop, Forging, Gas Engines, Printing, Pattern Making, Carpentry and Mechanical Drawing, and to women Cooking, Sewing, Millinery Work and Dressmaking.

At the Lincoln High School evening classes are open for men in Automobile Operation and Repair and in Woodworking; and for women in Sewing, Cooking and Millinery Work.

### FREE EMPLOYMENT BUREAU.

A free employment bureau is maintained in connection with the department of Vocational and Manual Training Instruction. While not organized for the purpose of placement in connection with a course in Vocational Guidance, yet the bureau devotes considerable time to follow-up work among the boys and girls placed in positions and in offering such guidance as time will permit.

During the year a considerable number of boys and girls are placed in positions with desirable firms in Kansas City. They are frequently "followed up" by inquiries as to the fitness of the individual and his or her progress.

### Summary of Completed Projects, Used for Trade Experiences, for the Fiscal Year Ending June 30, 1916.

	Cost of Material	Market Value
High Schools .....	\$ 753.32	\$ 2,045.50
Elementary Schools .....	422.18	822.40
Lathrop Industrial School.....	1,410.73	3,205.56
Garrison Industrial School.....	240.81	471.50
Vacation School, 1915.....	4,804.83	6,384.06
McCune Parental Home, Cottage No. 3.....	4,000.00	7,000.00
(Material furnished by County)		
Miscellaneous Projects .....	1,500.00	3,000.00
	<b>\$13,131.87</b>	<b>\$22,929.02</b>

### Summary of Work Completed By the Vacation Shop School of 1916.

	Cost of Material	Pupils' and Teachers' Labor	Total Cost	Market Value
Playground Apparatus .....	\$ 678.33	\$ 655.10	\$ 1,333.43	\$2,362.50
School Furn., Equip., etc....	560.25	1,693.84	2,254.09	1,741.86
Electric Wiring, School Bldgs.	413.73	358.82	772.55	1,221.00
Painting, School Buildings...	536.85	389.02	925.87	1,151.00
Printing for School District...	802.57	511.83	1,314.40	1,686.07
Fairmount Annex .....	1,696.27	664.72	2,360.99	2,800.00
Lathrop Shop Bldg., 1st Unit.	3,819.25	2,498.32	6,317.57	7,500.00
	<b>\$8,507.25</b>	<b>\$6,771.65</b>	<b>\$15,278.90</b>	<b>\$18,462.43</b>

### Summary of Enrollment, Vacation School, 1916.

Total Number of Teachers Employed.....	11
Total Number of Pupil Applications.....	185
Total Number of Pupils Enrolled .....	102
Total Hours Boys' Labor.....	23,674
Total Days Teachers' Labor.....	415½
Average Teacher's Wage per Day.....	4.90
Maximum Boy's Wage per Hour.....	.20
Minimum Boy's Wage per Hour.....	.10
Average Boy's Wage per Hour.....	.1518
Average Age Boys, years.....	16.2

J. C. WRIGHT,  
Director of Vocational and Manual  
Training Instruction.



# The Night Schools



THE modern idea of education has outgrown the conception of the school as a group of children under fourteen instructed by a teacher. It is now realized that often men and women secure the most valuable part of their education after maturity. The pursuit of knowledge by an adult is no longer a cause for humiliation. Hence, educational lecture courses, institutions of research, post graduate courses, extension and correspondence courses have been established. School houses have been opened seven days in the week for educational work, for recreation and for general community and social center work. Night or evening schools have developed in nearly all the cities of the United States and in many rural districts in response to the new viewpoints of education.

In 1879, the first effort at establishing night schools in Kansas City was made, but this attempt was not attended with success. For nearly three decades various efforts were made to establish evening schools on a permanent basis, but without success. About ten years ago new lines of work were opened in the night schools and the schools seemed permanent, but it was difficult to forecast the form into which they would finally develop. In 1911, the lines of development became more clearly defined, and since that time there has been rapid progress toward a definite system.

At the present time, schools for three classes of people are conducted under programs which have been found valuable in meeting their needs.

*First.* Foreign pupils, where enrolled in sufficient numbers, are grouped in classes having the same nationality and previous education, etc. In general, the ability to speak the English language determines the following classifications:

*Beginners' Classes*, including those who speak no English or very little.

*Intermediate Classes*, a little more advanced in ability to speak the English language.

*Advanced Classes*, including those who wish to perfect themselves in the use of the English language and to become acquainted with elementary English literature.

*Citizenship Classes*, for those who speak, read and write the English language and who wish to study the fundamentals of our government as a preparation for citizenship.

An agreement has been perfected between Judge Van Valkenburgh of the United States District Court for the Western District of Missouri, and the Board of Education as follows:

"A diploma or certificate issued under the authority of any Board of Education, within the jurisdiction of this court, certifying that an applicant for citizenship can read, write and speak the English language, that he has taken a course of study under the authority of said Board, wherein he was instructed in the principles and form of government of the United States, and the various states thereof, and that he understands and is attached to the principles of such government, will, when endorsed by an officer of the Bureau of Naturalization, be received as evidence and considered by the court upon the application for citizenship; such diploma or certificate shall be signed by the superintendent of any city school, or a duly authorized representative of the Board of Education issuing the same."

It is expected that this agreement will make the course mean more to the foreign pupil than heretofore.

*Second.* A great many negroes of mature age who were deprived of the opportunity for early schooling are endeavoring to acquire the rudiments of an education.

*Third.* Many progressive citizens who have, as a rule, passed the high school age, and who are capable of studying with profit, subjects of a high school grade, find courses to their liking in a varied evening school program at the Kansas City Polytechnic Institute. Some of these persons persist year after year in the night high schools until they complete a high school course.

J. H. MARKLEY,  
Assistant Superintendent of Schools.

# The Bureau of Research and Efficiency



THE Bureau of Research and Efficiency was established in Kansas City in June, 1914. The Board of Directors and the Superintendent established this bureau to gather facts upon which to base a more accurate and more scientific supervision and administration of their school system.

Some of the arguments which led to the establishment of such a bureau were:

First. Effective supervision should be based upon fact, not opinion.

Second. All other forms of business that involve the expenditure of vast sums of money, and affect the welfare of thousands of people are being reduced to a basis of fact.

Third. The expenditures in a modern school system are enormous and hence the board and the people are rightly entitled to know what results are being secured.

Fourth. The management of a modern city school system is very complex, and the very nature of the work involves a multitude of administration problems that consume the time of the superintendent, and render it impossible for him to appraise adequately the results of the work. Hence, the necessity of some one to check constantly the results, both educational and administrative, that are being secured.

Fifth. Careful students of school administration have for some years been endorsing Bureaus of Research and Efficiency in the public schools. Professor Paul Hanus of Harvard University, one of the best authorities on school administration in America says that the efficient management of a school system depends upon: "Habitual and well organized self-examination within the school system including adequate appraisal by the staff of the results achieved and well conducted experiments to confirm or refute educational opinion within and without the school system."

The Bureau of Research and Efficiency is engaged in assisting the teachers of the city to measure and appraise their own work. It is interested in improving the quality of the teaching done and the results achieved. Two principal methods of attacking the problem are used:

First. Measuring the results now achieved by the application of established scales or tests and comparing these results with the results attained in other cities and other schools of our own city.

The effect of these measurements has always been wholesome. If the results are below standard, the teachers at once begin a careful analysis of their methods in order to improve their results. In more than ninety per cent of the cases, marked improvement ensues. When the achievements in certain subjects are up to standard, the knowledge of that fact brings satisfaction to both teacher and pupil and does not lower the quality of their work but gives them courage to attack other subjects that need improving and prevents efforts at overtraining in certain skills and attainments. These measurements have resulted in teachers' knowing more accurately than heretofore the needs of individual pupils, and consequently in doing more individual teaching.

Second. Encouraging teachers to use new methods and watching carefully the results of these methods in order to evaluate them. Some experiments in number work, language work, spelling, reading and writing are being observed at present.

Since its establishment the Bureau has given four city-wide tests in the fundamental operations of arithmetic; three city-wide tests in spelling; five city-wide tests in handwriting; one city-wide test in reading. It has also tested 8,000 children in accurate copying; 1,000 in language; 1,800 in algebra; 2,400 in grammar and punctuation. In all, a total of more than one-quarter million pupil-tests have been taken.

The following table gives the May, 1915 and May, 1916, scores in the fundamental operations in arithmetic. The table shows a marked improvement in the quality of the work in 1916 as compared with that in 1915—an improvement due largely to the knowledge on the part of the teachers that their arithmetic scores in 1915 were generally too low.

## ARITHMETIC.

City-Wide Medians All Schools—Courtis Research Tests, Series B.

	1915 1916		1915 1916	
	Fourth Grade		Fifth Grade	
Add.—Attempts .....	5.9	7.7	7.0	9.3
Add.—Rights .....	3.4	5.1	4.3	6.6
Add.—% Accuracy .....	57.8	66.2	61.4	71.1
Sub.—Attempts .....	6.2	8.2	7.6	9.6
Sub.—Rights .....	3.9	6.6	5.2	8.1
Sub.—% Accuracy .....	62.9	80.5	68.4	84.8
Mult.—Attempts .....	5.3	7.0	6.9	8.5
Mult.—Rights .....	3.3	5.0	4.6	6.6



Mult.—% Accuracy .....	61.3	71.7	66.7	77.5
Div.—Attempts .....	3.8	5.2	5.4	7.3
Div.—Rights .....	2.3	3.7	4.0	6.3
Div.—% Accuracy .....	60.5	71.3	74.1	86.1

	Sixth Grade		Seventh Grade	
Add.—Attempts .....	8.3	9.9	8.7	10.5
Add.—Rights .....	5.5	7.3	6.2	7.8
Add.—% Accuracy .....	66.2	73.4	71.3	74.0
Sub.—Attempts .....	9.5	10.9	10.4	11.9
Sub.—Rights .....	7.1	9.4	8.5	10.3
Sub.—% Accuracy .....	74.7	85.9	81.8	86.2
Mult.—Attempts .....	8.3	10.0	9.7	11.0
Mult.—Rights .....	6.1	7.8	7.5	8.8
Mult.—% Accuracy .....	73.5	78.3	77.1	79.8
Div.—Attempts .....	7.5	9.1	9.2	10.8
Div.—Rights .....	6.3	8.1	8.3	10.0
Div.—% Accuracy .....	84.0	88.6	90.2	92.8

The medians shown here are based on the testing of all the children of the city in the above grades, each year.

#### HANDWRITING.

City wide Medians all schools. Speed given in number of letters per minute and the quality in units of the Thorndike Scale.

Grade	Quality		Speed	
	May, 1915	May, 1916	May, 1915	May, 1916
Second .....	7.4	7.4	33	34
Third .....	8.0	8.3	53	60
Fourth .....	8.6	9.1	64	68
Fifth .....	9.1	9.8	69	74
Sixth .....	9.8	10.7	76	80
Seventh .....	10.6	11.2	77	86

The great need at present is accurate, well-tested, usable scales and measures in many of the school subjects in order that more efficiency tests may be made, and standards established in these subjects, as goals for both teacher and pupils.

#### READING SCORES.

Median scores of all the Kansas City school children in each grade compared with the tentative standards suggested by the Bureau of Standards and Measurements, Emporia, Kansas and based upon tests made in several schools in the state of Kansas.

Grade	Emporia Medians	Kansas City Medians
Third .....	6.0	7.2
Fourth .....	9.9	12.1
Fifth .....	13.7	14.2
Sixth .....	13.4	15.9
Seventh .....	16.5	18.4
Eighth .....	18.8	

#### GRAMMAR SCORES.

Comparison of the Kansas City Medians with the Starch Standards on the Starch English, Grammar and Punctuation Tests.

	Starch's Standards		K. C. Median Scores Seventh Grade
	Seventh Grade	Eighth Grade	
English Test I.....	30	33	46
English Test II.....	13	16	24
English Test III.....	13	16	22
Grammatical Scale A....	8.0	8.3	10.1
Punctuation Scale A....	8.0	8.3	9.0

Either the Starch Standards are too low or too much attention is given to technical grammar in the sixth and seventh grades in Kansas City.



*Convention Hall.*



*One of the Great Railroad Bridges.*

# The Public Library



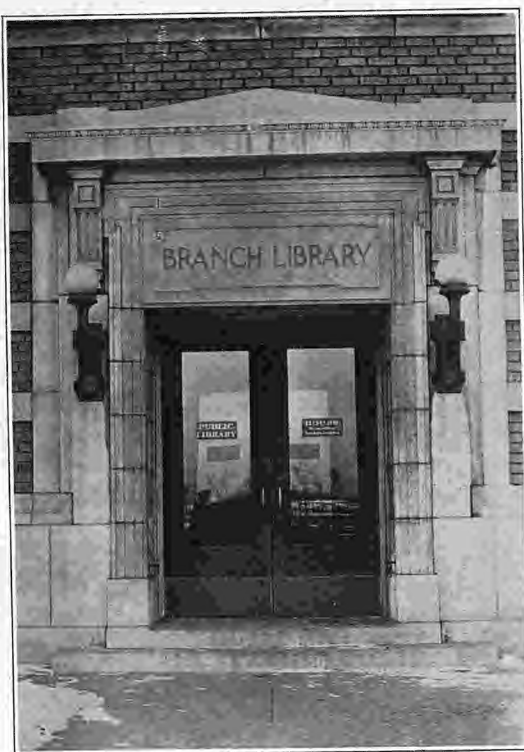
THE Public Library is conducted by the School District of Kansas City, being under the direct supervision of a committee of the Board of School Directors, through which the librarian reports. It is this connection in affairs educational that permits and encourages cooperation between the school and the library. These relations are shown in many ways, more pronouncedly, possibly, through economy in construction and operation, as in the erection of a school and library building under one roof, and the closer relation of the teacher and librarian. Such buildings are carefully planned to give the best book service, and expert library aid to the school as a cultural unit, while at the same time carrying on with the general public the broad extension work now possible through the printed page. This naturally extends the scope of the public library, and aids the school in broadening its influence through closer connection with the adult and supporting population.

The public library system consists of the Main Library; twelve branches, eleven of which have been opened within five years; twenty school deposit stations, twenty-four school room collections, and five mercantile branches. In addition, book aid is given numerous eleemosynary institutions. The branch libraries in the Northeast and New Central High Schools perform all the functions of distinct high school libraries without expense to the schools, operating charges being carried in the Public Library account. In addition to giving trained library service, students are given special instruction in the use of books, catalogs, indexes, periodicals, classification, shelf arrangement, etc. In a more general way, this instruction is also given classes in the grammar schools above the fourth grade. This applies to all the branch libraries, students coming from near-by

schools. None of the work here outlined interferes with the duties incidental to the usual community branch library service.

Of the branch libraries, six are in the new type of school-library building, of which there are three variants, each adapted to the architecture of the building, the site, or the work to be done. The two high school branches named are alike in plan, as are the Kensington and Mark Twain, with the Swinney and Karnes wholly dissimilar. Each, however, meets the requirements of its special situation.

In every instance there is a direct connection with the school halls, with separate outside entrance, thus avoiding any conflict of the students with the public or any disturbance of school functions. In passing, it may also be said that to adults who wish to use the library there is nothing to destroy the idea that it is a library only. It gives the same service that any library gives, in the same way and creates the same atmosphere. Begun as an experiment, with abundant faith in its practicability, the idea, after three years of actual trial, leaves no room for questioning its broad success. Not a little of this is attributed to the spirit of co-operation shown by those most interested. The library simply has gone to the school interests with the one idea of



*Northeast High School, Branch Library Entrance.*

service, of giving what it could, there being no thought of what it was to receive. This has been accepted whole heartedly, and the results are beginning to show in the intimate relations of the library and the school. This is "The Kansas City Idea," so named at the general meeting of the N. E. A. in New York last summer, at the first session of the Library section.

The oldest branch, the Allen Library (Westport branch), is a separate building, recently remodeled, situated near the Westport High School. It works closely with the library of that school,



and has a large use. An alcove is reserved for special work for high school students.

Louis George branch is the only building erected by the School District to serve solely as a branch library. Of the modern type of construction, it is unique in that it has a very large book capacity for its floor space. Located in a neighborhood of many hospitals, it specializes in books for nurses and hospital students. The use of this department is large. The assembly room is used for story telling and neighborhood meetings.

Rather interesting as an example of cooperative work is the Garrison Square branch library, for the use of colored people. This is located in the Garrison Square Field House (Fourth and Troost), erected by the Park Board; light, heat, water and janitor service being furnished free.

Jewish Institute branch rooms are on a like basis. Special attention is being given to Jewish, Russian and Yiddish needs. Swope Settlement branch is typical of settlement work elsewhere.

With the extension of the library, its connection with school work and extra efforts to meet the demands of a progressive population, the use of books has shown and will continue to show abnormal increases. The number of books issued annually has grown from 311,672 in 1911, to 773,615 for the year 1916, the increase for the current year being 80,060.

Contrary to the generally expressed library opinion, no difficulty is encountered in securing the use of the school branch libraries by adults. One-half the circulation of books is from the adult classes. The afternoon, night and Sunday use of these branches differs very slightly from the use of the separate building branches. The constant effort is to make the school and public use of the branches supplement and strengthen each other, and the result, as expressed by users, is pleasing in no small degree.

Despite the Erection of many branches in comparatively so short a time, the use of the Main Library continues to increase. The crowded condi-

tion has made it necessary to secure more room. An addition to this building, to cost \$210,000, with \$25,000 for equipment, is now in course of construction, under contract for completion during 1917. This will provide an open shelf library to hold 50,000 volumes; a reference room with a seating capacity five times that of the present room; additional book stacks and adequate working quarters.

The library system now contains 220,000 volumes, with 86,000 registered cardholders. This latter figure indicates an annual circulation of twelve volumes per patron.

#### THE ART GALLERY.

The Nelson Gallery of Art, founded by the late William Rockhill Nelson, occupies two galleries and the hall on the second floor of the Public Library Building. The collection consists of sixty-six oil paintings, copies of the originals, several hundred photographic reproductions, as well as several bronzes and casts of sculpture. The paintings in the collection are of the exact size of the originals. The reproduction of the "Sistine Madonna" of Raphael, is celebrated as the best copy ever made of that painting. The copy of Bellini's "Madonna of the Frari" is itself more than one hundred years old. Representative masterpieces of the following artists are included in the collection: Rembrandt, Botticelli, Titian, Velasquez, Del Sarto, Franz Hals, Rubens, Murillo, Fra Angelico, Bellini, Dolci, Durer, Van Dyck, Paul Potter, Giorgione, Holbein, Lippi, Luini, Massays, Montegna, Van der Holst, Maas and Francesca.

The gallery has many visitors, and is used constantly by the art classes of the public and private schools, as well as those of nearby colleges and universities. It is under the direction of the Library Committee of the Board, and the librarian, with a curator in charge.

#### THE DANIEL B. DYER MUSEUM.

This museum occupies rooms on the first floor of the Library Building. It is the largest collection



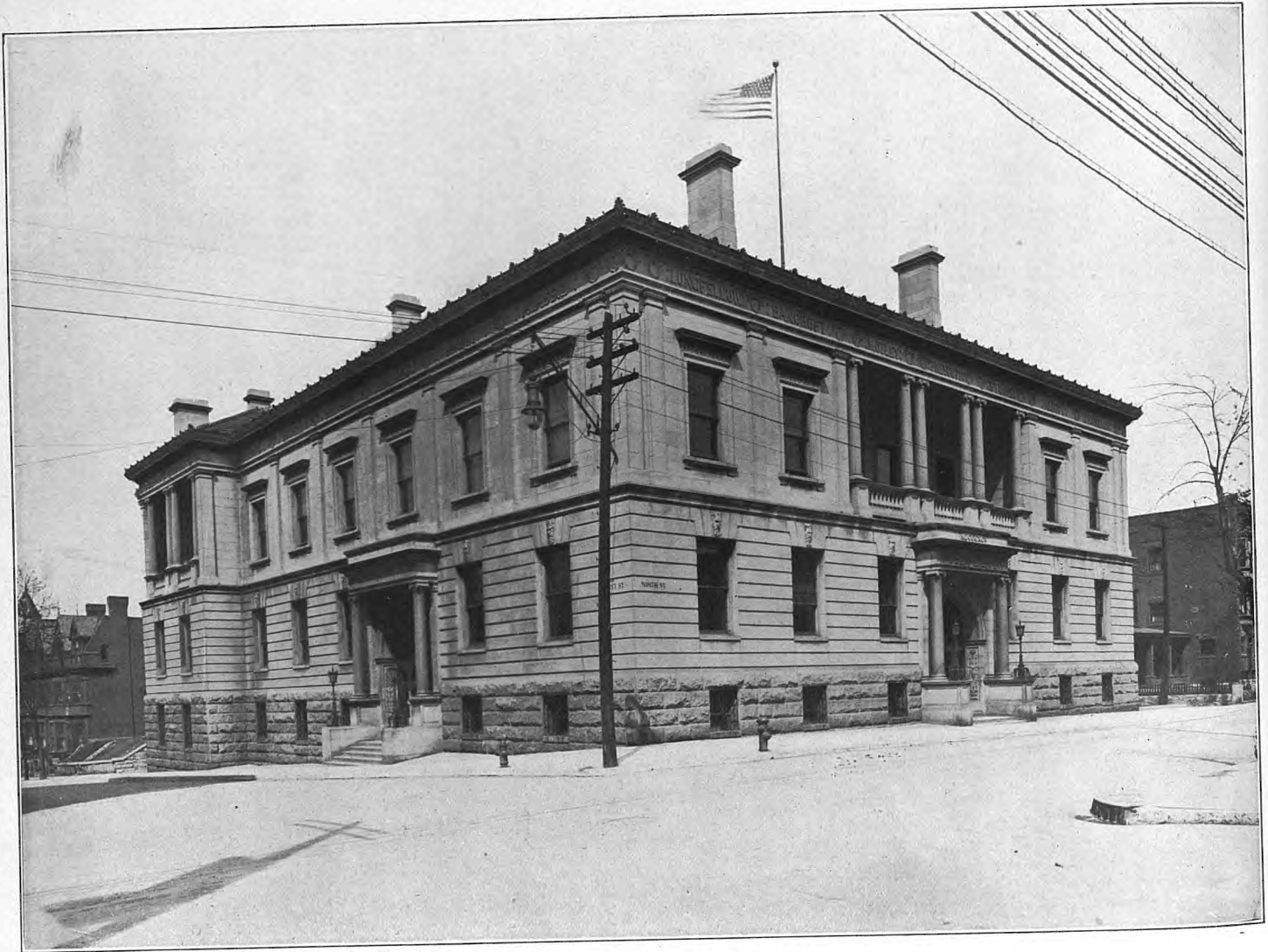
*This Case and Eight Volumes of the American Encyclopedia Represent the Beginning of the Kansas City Library, 1874.*

*The Public Library—Continued.*

of Indian curios in this section, being especially strong in pottery, basketry, arms and wearing apparel. The foundation gift by the late Colonel Daniel B. Dyer has been augmented by many people. Among these gifts and loans mention should be made of the M. C. Long collection of Indian and Cliff Dwellers' stone implements, the R. E. Brunner collection of minerals, the oriental collection of Mrs. Clark Salmon, the W. H. Winants collection

of coins and medals, the collection of oriental and Mexican specimens of Mrs. Hal Gaylord, the coin collection of J. G. Braecklein, and the Sidney J. Hare collection of fossils. The rooms are very popular, especially with young people. History classes from the public schools are frequent visitors. The Museum is under the same general control as the art gallery, with a curator in charge.

PURD B. WRIGHT,  
Librarian.



*Main Building of the Public Library  
and the  
Administration Building of the Board of Education.*



## Other Educational Institutions and Agencies



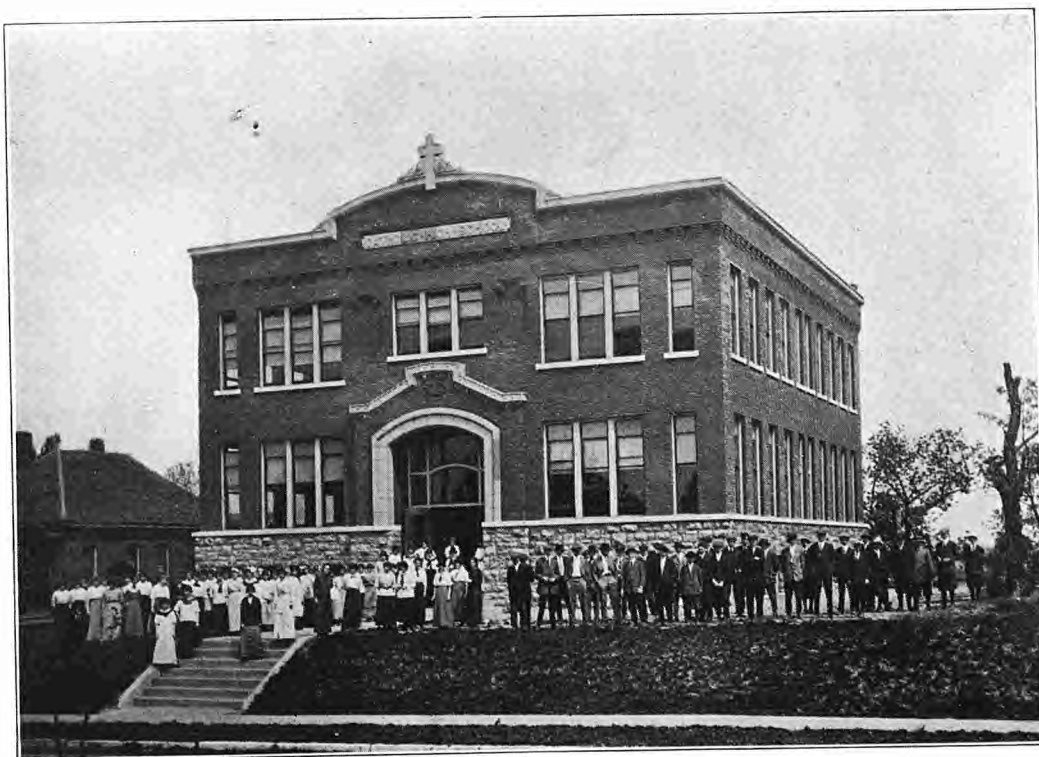
IN the preceding pages have been given the activities of the regular public school system. In addition to the work done by the public schools, there are many other educational institutions and agencies that are important factors in the cultural, social, educational and civic development of the community. These include private and parochial schools and various social and community organizations that greatly influence the educational development of any city. Not all of these institutions and agencies can be mentioned in this brief survey, however, on the succeeding pages, an effort is made to list a few of the most important of these.

### CATHOLIC PAROCHIAL SCHOOL SYSTEM OF KANSAS CITY, KANSAS.

The Catholic Parochial School System of Kansas City, Kas., has already celebrated its Golden Jubilee, and its rapid growth through these years brings its number at the present time up to sixteen flourishing schools and one High School. It has established efficient schools in the various respective parishes of seven different foreign nationalities

and in the nine remaining English speaking parishes. They are for the most part nearly free from indebtedness. They are well equipped and nearly all have at this time modern buildings. The text books used are those prescribed by the state as well as by the Parochial School Board. Its system is organized as to grades and work assigned almost as in the public school system, so that its diplomas both primary and secondary are recognized testimonials for all public institutions for advanced courses. It is strictly governed by the various pastors who are ex officio principals of their respective parish schools and the system is directly supervised and governed by a Diocesan School Board of which the Bishop is official head, and with an additional Board of Examiners. The proficiency, thoroughness and discipline of the Parochial School System guarantee the results it has achieved in the last half century in Kansas City, Kansas.

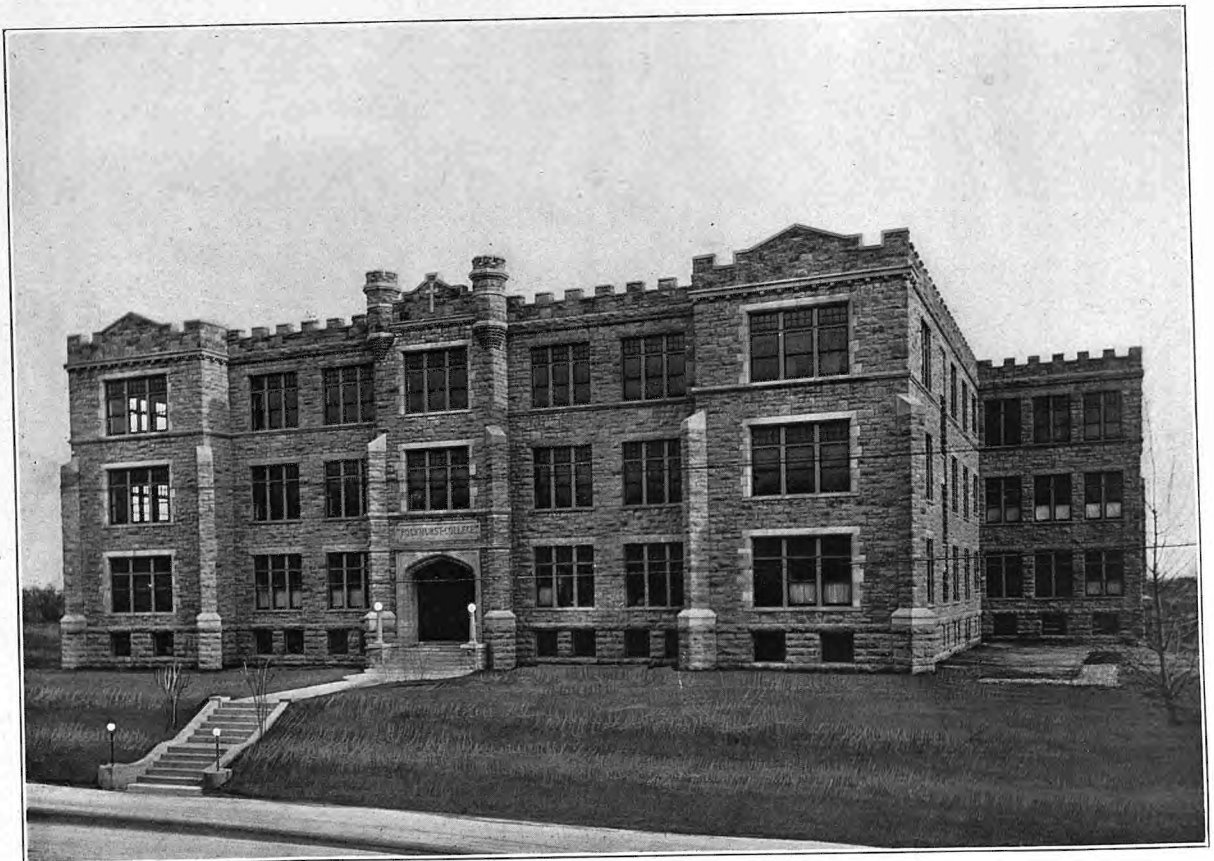
Unlike Kansas City, Missouri, her Colleges, Academies and Orphanages are situated outside the city. With two Colleges for boys at St. Mary's and Atchison; with three Academies at Leavenworth, Atchison and Paola; with three orphanages at Leavenworth for both white and colored; all make



*Catholic High School, Kansas City, Kansas.*



*St. Teresa Academy, Kansas City, Missouri.*



*Rockhurst College, Kansas City, Missouri.*



a splendid complement to the Parochial School System of Kansas City, Kansas.

It cordially cooperates with the public school system in all work of cooperative nature and we gratefully acknowledge the many cordial favors of the officials of the City and County schools. The following data show the attendance in the Catholic schools of Kansas City, Kansas:

Number of Schools.	
High Schools .....	1
High School Teachers.....	7
High School Students.....	115
Elementary Schools .....	16
Elementary School Teachers.....	86
Elementary School Pupils.....	3056

FRANCIS M. ORR, V. G.

#### CATHOLIC SCHOOLS IN KANSAS CITY, MO.

##### Parochial Elementary Schools.

Total number of schools in city.....	23
Total number of teachers in city.....	180
Total number of pupils attending.....	3847

##### Orphanages.

For boys .....	1
For girls .....	1
Total. ....	2

##### Number of pupils attending—

(a) Boys. ....	120
(b) Girls. ....	130
Total. ....	250

##### Schools for Colored Children.

Number of teachers.....	3
Number of pupils.....	135

##### Secondary Schools.

Number of Academies for boys.....	2
Number of Academies for girls.....	3
Total. ....	5

##### Number of pupils attending—

(a) Boys. ....	250
(b) Girls. ....	420
Total. ....	670

C. D. McCARTHY.

#### PRIVATE SCHOOLS.

Kansas City has very few private schools other than church and parochial schools. The oldest of these is Miss Barstow's "School for Girls," founded in 1904, and having an enrollment at the present time of 166 pupils and 12 teachers. Its chief purpose is to prepare young ladies for the leading women's colleges of the country. Two other schools that should be mentioned as doing high class work are the Country Day School for Boys and the Sunset High School for Girls. The Country Day School is designed to give boys the advantages of a good boarding school employing modern school methods without taking them away from their homes. There are nine teachers in this school which was founded in 1910. In the Sunset Hill School for Girls there are sixty students and nine teachers. This school was founded in 1913 to provide educational opportunities and activities in accordance with modern educational theory and to put into practice progressive ideals.

#### OTHER SCHOOLS

In addition to the private schools and parochial schools mentioned above, much valuable educational and welfare work is being done by the Jewish people. The Lutheran church and a few other churches and societies also conduct schools.

#### PROFESSIONAL SCHOOLS.

Though Kansas City, Missouri, has no great college or university, it does have several professional schools. Some of these do very high class work, and offer opportunities to the young men and young women of Kansas City to secure professional training after completing their high school course. Twelve of these professional schools require high school diplomas for entrance and do work of college grade. Among these are two dental colleges, the Kansas City Dental College, founded in 1881, and the Western Dental College, founded in 1890. These dental schools have a combined enrollment of over four hundred students. The two eclectic medical schools—the Eclectic Medical University founded in 1898, and the Kansas City College of Medicine and Surgery founded in 1916, are small schools with a combined enrollment of one hundred forty. The two colleges of osteopathy, the Central College of Osteopathy, founded in 1903, and the Kansas City College of Osteopathy, founded in 1916, have an enrollment of one hundred ten students. The Kansas City Veterinary College, founded 1891,

has an enrollment of nearly four hundred, and is one of the largest veterinary colleges in the world. The Kansas City School of Accountancy, Law and Finance, founded 1909, enrolls about one hundred students each year. This is quite a high class accountancy school, is non-profit making, was founded by a group of certified public accountants of Kansas City to conduct the Pace standardized courses in accountancy and business administration, and to train young men for public accountancy work. Its course of study is two and one-half years, night school only. The Kansas City Law School, founded 1893, has an enrollment of over three hundred, conducts night school only and offers a three-year course to young persons preparing for the practice of law. Often young business men who do not plan to practice law take courses in this school. Some of the best attorneys of the city are on the faculty. There are two missionary training schools, the Scarritt Bible and Training School, founded by the Methodist Episcopal Church South in 1892, and the Kansas City National Training School, founded 1899 by the Methodist Episcopal Church. The purpose of these schools is to train social and Christian workers for both home and foreign fields. They have a combined enrollment of over one hundred young women and are supported largely by the women's missionary boards of their respective churches. The Froebel Kindergarten Training School was founded in 1900, to supply kindergarten teachers for Greater Kansas City and vicinity. A large majority of the kindergarten teachers of Greater Kansas City are graduates of this school. It enrolls about fifty students each year, offers a two-year course, which includes observation in well conducted kindergarten and primary rooms in the Kansas City public schools and actual teaching as helpers for several weeks in the kindergartens. The Kansas City School of Religious Pedagogy was founded in 1915 to train Sunday School teachers, and other social and Christian workers and teachers. Some of the public school teachers take advantages of certain of the courses offered by this school in story telling and principles of teaching.

There are several schools of expression, oratory and dramatics in the city. Among the older and more prominent of these may be mentioned the Dillenbeck School of Expression, founded in 1893, and enrolling 150 students annually; and the Georgia Brown Dramatic School, founded in 1900, and enrolling 250 students annually. Many of the teachers in the public schools have taken courses in one of these.

All the large hospitals and many of the smaller ones conduct training schools for nurses. The course is usually three years in length. The Visiting Nurse Association has also done much welfare and home education work. The Kansas City College of Pharmacy has an enrollment of fifty-six students, requires two years of high school work for entrance and gives a three-year course.

Numerous other schools offer instruction and training to both young and old, among them are several good business colleges, several dressmaking and tailoring schools, barbering schools, dancing schools, riding schools and automobile training schools, two of which have an annual enrollment of 3,000 each.

### **KANSAS CITY'S MUSICAL ACTIVITIES.**

Kansas City, musically, has much to be proud of. During the busy years of her growth from little Westport Landing to a city of boulevards and beautiful churches, thriving commerce and business prosperity she had small time to develop the artistic resources of her life. So as a musical center she is not so old as some of her sister cities, although she can challenge comparison with many much older. The phrase, "The Kansas City Spirit," is familiar to people all over the United States and this quality applicable to all her lines of endeavor explains the marvelous growth in her musical life.

#### **The Kansas City Symphony Orchestra.**

One of the foundation stones of a city's musical structure is its symphony orchestra. There had been one in the early days most precociously started, and abandoned for lack of interest and support. But in 1910 the Kansas City Musical Club decided the time was ripe for a permanent addition to the city's culture, and under the guidance of Mrs. George Fuller and later Mrs. Carl Busch, it set about providing the financial backing. An orchestra was organized under the baton of Carl Busch, a conductor and composer of almost world wide reputation, and on November 7, 1911, the first concert was given, meeting with an enthusiastic welcome.

The Kansas City Symphony Orchestra had come to stay. Playing the greatest symphonies in musical literature and assisted by some of the greatest singers and instrumentalists, the orchestra gives monthly concerts besides a "Pop" concert in Convention Hall on Sunday afternoon at intervals throughout the season, thus bringing that class of music to people who can not attend during the week, and at a price anyone can afford to pay.



Mrs. Beach, the eminent composer, said, "The crowning glory of music study is familiarity with the master works in symphony, played by a fine modern orchestra."

Fulfilling her purpose in providing the orchestra, Kansas City has not been slow to provide advantages of instruction, for besides an enthusiastic band of private teachers she boasts of two flourishing schools of music, The Kansas City Conservatory and the Horner Institute of Fine Arts.

#### **The Kansas City Conservatory.**

The Kansas City Conservatory was founded in 1906 by John A. Cowan who is still its president. It has ten departments, is located in the heart of the residence district on one of the most beautiful boulevards of the city. A student symphony orchestra of fifty pieces and a grand opera society which gives annually a week of Grand Opera in English are features of its public work.

#### **The Horner Institute of Fine Arts.**

The Horner Institute of Fine Art was established in September, 1914, to give a thorough course of study in Music, Dramatic Art and Painting. Charles F. Horner is the president, and Earl Rosenberg the Director.

Mr. Horner has been the generous patron of the "Pop" concerts, making light their financial responsibility. During Christmas week he made a present to the city of a festival production of the Messiah, in Convention Hall, assisted by the symphony orchestra and a chorus of four hundred voices.

#### **Concerts.**

Kansas City's musical atmosphere is further improved by two fine concert series given by Mr. Fritschy and Miss Mitchell, two String Quartettes, the Kansas City Sacred Chorus, the Schubert Club, a male chorus, and the Polytechnic chorus which, although a new organization, recently gave an excellent presentation of "Elijah."

#### **The Kansas City Musical Club.**

The Kansas City Musical Club was founded in 1899 and has assisted much in Kansas City's musical development. Organized "to encourage and acquire a broader knowledge of music and musical literature" she has not selfishly kept her acquisitions to herself but has proved helpful in many ways. Her support of the symphony orchestra was displaced when it no longer needed her, by other broad civic interests. In this year,

1916-17, her efforts are centered upon the establishment of a Community Music School at the Swope Settlement.

The club is justly proud of the Musical Bulletin, her twenty-page magazine published once a month.

MISS ELMA MEDORA EATON.

#### **ART EDUCATION IN KANSAS CITY.**

Pioneer towns of the middle west have laid the foundation for comfort, leisure and culture, but have thought little upon the nature of the culture and the spending of the leisure of which their wealth should some day be the price. Kansas City, however, has long had an inarticulate desire to add adornment to a life of material prosperity. Since the opening of the first school of design in 1887, there has been sporadic but increasingly frequent endeavor to establish a museum of the arts, to create an art commission, to hold exhibitions, to conduct art schools, and to encourage local artists to creative effort. This endeavor has now neared the point of fruition, although Kansas City has still a long way to go in becoming, as she longs to do, the inspirational and cultural, as well as the distributing center of the southwest.

There are four factors in our hope for art in Kansas City. The Fine Arts Institute, established in 1907 with many men prominent in civic affairs among its directorate, is a school for instruction in the practice and theory of art. Its growing library, its courses of lectures, and its annual exhibitions of local and other works of art, make it a real force in the education of the public. Another educative influence is the Nelson Gallery of Art, a comprehensive collection of copies of old masterpieces, now housed in the Public Library Building, and presented to the city by William R. Nelson, former owner and editor of the **Kansas City Star**. Far more important, however, is the fact that before his death in 1915, Mr. Nelson provided that his entire fortune should go to the establishment of a Trust Fund whose income, after the death of the heirs, is to be used in buying works of art for Kansas City. No municipality in America and few in the world have so large a purchasing power as will be given to Kansas City by Mr. Nelson's bequest. Is it too fond a dream to see in the future a city beautified by civic movements, in whose midst stands a great museum of the arts of all the ages, clustered round about with schools and ateliers crowded with the rising artists of this western world? Between three and four hundred thousand dollars are already held in trust for the erection of a museum building under the will of the late

Mary Adkins, and there is expectation that work can soon be begun upon a project whose plans admit of expansion as other generous folk contribute to the cause.

There is a growing number of important collections in Kansas City, and it is possible that with the erection of a museum, patriotic citizens may be induced to contribute their possessions to the cultivation of the public's appreciation of what is stirring and fine in art.

RALPH J. BLOCK,  
Art Editor, Kansas City Star.

### WOMEN'S CLUBS.

Among the active forces of the present day that stand for better humanity in Kansas City must be reckoned the women's clubs. From humble beginnings in the 60's and 70's, there has grown up a club life among women that has brought the home and municipal life into truer relations and has even exerted a state-wide influence.

#### The Athenaeum.

The Athenaeum is the leading woman's club of the city, both in membership and in its far-reaching activities. It claims the distinction of being the largest woman's club in the state of Missouri.

In May, 1894, nine women who had the vision to see what the combined influence of the many small clubs would do for community uplift, issued a call to the club women of Kansas City which met with immediate and enthusiastic response. Eighty women became charter members. Now, twenty-three years later, six hundred members are enrolled in its various departments.

Some of the movements which the Athenaeum has advocated, or originated, and aided are: Playgrounds, vacation schools, juvenile court, compulsory education, child labor law, sanitary school buildings, scholarships, home and school gardens, Franklin Institute Day Nursery, art photographs in the schools, clean streets, anti-cigarette law, factory inspection, matron at city hall, and many others of similar character.

There are many social affairs that keep alive a fine spirit of fellowship, chief among which are the annual breakfast, the Speaker Dinners, and the many Open Days of the departments. These occasions are delightful opportunities for social intercourse.

One of the splendid achievements of the Athenaeum is the acquiring of its own home. In May, 1914, in celebration of its 20th birthday, the club



*The Athenaeum.*



moved into its beautiful new home on Linwood Boulevard and Campbell street.

The building is of Grecian architecture. The interior is commodious and well suited to the needs of the club. The decorations are simple, restful and artistic; the furnishings, substantial and harmonious. One of its most decorative features is the stage, with its curtain on which is a painting of an enchanting scene in one of Kansas City's parks, bordered by the symbols of music, art, drama and literature.

The financing of the \$60,000 club house is a triumph of the administrative ability of woman. Thus from quarters in two small rented rooms in the Y. M. C. A. the club has grown to enjoy her own home—a home commensurate with the place of dignity and influence she occupies in the community.

#### **The Council of Clubs.**

The Council of Clubs of Kansas City, Missouri, stands for just what the name implies—an aggregation of clubs.

Organized in 1901 with a representation of fourteen clubs, numbering less than five hundred members, its record today is sixty clubs, numbering more than five thousand members.

One of the first activities of the Council was the Vacation Playground work. During the flood of 1903 an emergency loan fund was established, which was of great benefit at that time. Though these activities have since been taken over by the city, every year sees new developments in the Council.

The need of a hotel for working girls of small wage, where home influences would prevail, was so imperative that an active city wide campaign was inaugurated in 1911, resulting in the purchase of the beautiful home at 1805 Jefferson street, where the Council of Clubs Girls' Hotel stands as a monument to the women's earnest work. The hotel has been self-supporting for the past three years.

The Council of Clubs has been the main factor in the establishment of the Parental Home for Girls, and also in the building of the new Municipal Farm for Women, which will be completed during the present year.

#### **The Council of Jewish Women.**

The leading Jewish literary, philanthropic and social organization in Kansas City is the local branch of the Council of Jewish Women. It was organized January 2, 1895, with a charter membership of sixteen influential Jewish women. The

Council immediately rose into prominence and took charge of various existing institutions. The first activities conducted by the Council were the night school and the mission school for children. The interest of the Jewish children in the public school is looked after by the ladies of the Council in such a way that the teachers are greatly assisted in their work.

The work of this organization needs no comment; the course of study pursued and the line of work carried out are of the highest order.

#### **The Kansas City Branch of the Collegiate Alumnae Association.**

The Kansas City branch of the Collegiate Alumnae was established in 1893. Its work has been mainly educational. It is a matter of pride with the organization that it has not only kept in line with the ever-expanding activities of modern education but in some instances has done valuable pioneer work.

Some of the specific efforts carried out are: Scholarship work, public lecture courses, study programs, and arousing public opinion in favor of progressive social movements.

In 1915, a vocational bureau was established for the purpose of securing employment for girls and women, especially for high school girls and college women. In connection with this work the bureau has been making a special effort to assist girls who desire to continue their work in high school and in college. During the present year the bureau has undertaken to send a representative of the Collegiate Alumnae to make a personal visit to every girl who drops out of any one of our high schools to discover the cause of the girl's withdrawal from school, to restore the girl to high school when possible and to help the girl to secure suitable employment when return to school is impossible. While this home visitation work has just begun, its beneficial effects are already felt and its possibilities are exceedingly great.

Since 1902 undergraduate and loan scholarships have been maintained at the University of Missouri and the University of Kansas. In 1915 a Shakespearean pageant was given with great success. In 1916 an elaborate production of the *Tempest* was given out of doors, in celebration of the Shakespearean Tercentenary.

#### **Parent-Teacher Associations.**

These associations are designed to create a closer and more intelligent cooperation between home and school. There are 63 such associations

in Kansas City. The Ashland circle, with 415 members, is the second largest in the United States. To promote cooperation among the city circles, the council has committees on mutual help, juvenile court, moving pictures, child hygiene, home economics, literature and cigarettes.

The almost uniform favor in which the associations are held by the principals and teachers, and the constant calls for new organizations are sufficient proof of their efficient service. All meetings of these associations are held in school buildings. At present, the circles are working together to create an interest in a new bond issue for more and better school accommodations.

MISS ELMA J. WEBSTER,  
District Superintendent of Schools.

#### **KANSAS CITY UNIVERSITY EXTENSION CENTER.**

In the autumn of 1904 a meeting was called to discuss an organization for university extension work. This meeting resulted in bringing S. H. Clark of the University of Chicago for an informal talk and readings. The interest grew and an arrangement was made for a course of six lectures. The course proved so popular that his salary of \$750 was paid and \$270 was left to continue the work. In March, 1905, an organization was effected with Dr. Mary Andrews as president. She remained the president and inspiration of the organization for five years.

From this small beginning a steady increase of membership has continued up to the season of 1916-17 which opened with 1,401 subscribers. This membership has enabled the Center to command the services of the best talent of the lecture platform.

#### **RELIGIOUS AND YOUNG PEOPLE'S ORGANIZATIONS.**

In addition to the various church organizations of the city are many religious organizations and organizations of young people that have an important influence in molding the life and determining the ideals of any community. Among these are such organizations as the Young Men's Christian Association, the Young Women's Christian Association, the Camp Fire Girls and the Boy Scouts.

##### **The Young Men's Christian Association.**

The first Young Men's Christian Associations in North America were organized in 1851 at Montreal and Boston. The object of these associations as stated was "the improvement of the spiritual and mental condition of young men." And this has

been basic in the purpose of the Association in Kansas City ever since it was organized in 1860.

The first educational features were the reading room, library, literary society, lecture course and evening classes. These agencies have always been prominent in the Association, which has expanded until some eight thousand men and boys avail themselves of membership privileges, and several thousand strangers seek its assistance every year.

The Association is at work at five different points in Kansas City: Central Department, 404 East Tenth street; Student Department, Fifteenth and Lydia; Boys' Club Department, 921 Oak street; Paseo Department (colored), 1824 Paseo, and the Railway Association at Twenty-second and Grand.

The educational idea pervades every phase of Association activity. Over two thousand men and boys take advantage of the opportunity for physical training annually. Hundreds attend the lectures on sex hygiene and many are enrolled in classes for constructive Bible study. The summer camps attended by several hundred boys each year are features of no mean educational value.

Nearly a thousand colored men and boys enjoy membership privileges in their new building on the Paseo. The features of this work are similar to those in the Central Department building. More than fifteen hundred street boys are enrolled in the Boys' Club Department on Oak street. A general program is arranged for them which aims at the symmetrical development of the body, mind and spirit. The Student Department cooperates with the Kansas City Veterinary College in ministering to the more than three hundred students of that institution. And the Railway Association seeks to provide the usual privileges of the organization for the host of railroad men living in and coming to our city.

Some ten thousand out of town students attend the various private educational institutions in Kansas City every year. The Association endeavors to render a definite and practical service to these men through a Student Secretary who gives his entire time to devising ways and means for helping them.

The High School Club has been an important feature of the work for several years. Consisting of leading High School boys it has met regularly for a study of the life problems of boys. It conducts annually an effective campaign for clean living, clean speech and clean sport among the High School boys of the city. In the fall election it was a potent factor in the effort that piled up such a splendid majority for the prohibition amendment. No little



good has been accomplished by the club in inducing grade school boys to go to High School and in emphasizing the value of college training for all.

Thus does the Association seek to cooperate with all existing educational agencies in the city, pioneering in unoccupied fields and withdrawing whenever existing or new agencies are able to do the same work as well or better.

#### **The Young Women's Christian Association.**

The Young Women's Christian Association of Kansas City, Missouri, was organized in 1900, and has grown to a membership of over 4,000.

Last year the employment department placed nearly 1,200 girls in good positions. The gymnasiums and swimming classes enrolled 2,300 girls and women for recreation and relaxation. The cafeteria provides wholesome home-cooked food to over 1,000 persons each day, and, in addition, the Association maintains a boarding home primarily for younger girls on small salaries.

The work of the Association is carried each week into 16 large industrial centers in Greater Kansas City, through volunteer workers and secretaries. Each high school in the city has a large and thriving club, operating under the direction of an Association secretary. The girls' work department is for girls from 12 to 16 years of age in the sixth and seventh grades and the high schools. Two types of girls' clubs are developed—the Rainbow Clubs of which there are ten groups, and the Camp Fire groups, also ten in number. Some 250 business girls are members of a Club Federation, including thirteen clubs having weekly meetings at the Association building.

The Association strives to be a "House of Friendliness" for all.

It invests money; it gets womanhood;  
It invests sympathy—it gets friendship;  
It invests time and effort;

It cultivates character that continues and perpetuates itself for the economic, moral and spiritual betterment of the world.



*The Young Men's Christian Association.*

### **The National Daily Vacation Bible Schools.**

The Vacation Bible Schools in Kansas City were organized in 1909, and became a part of the National Association.

Their purpose is to provide free to the child, particularly the needy child, some supervision that shall train for usefulness the heart, hand and mind, and at the same time amuse and interest him through the long, hot, restless vacation days.

The work is carried along four lines—Bible Stories, Music, Manual Training and Hand Work of various kinds, with supervised games for all.

Last year seventeen vacation schools were in operation; they showed an increase over the previous years not only in numbers, but in spirit and work also. This coming year, the Kansas City Association is planning to establish more schools in the city and in the surrounding towns as well.

### **The Church Federation of Greater Kansas City.**

The Church Federation is an organization of the Protestant churches of Greater Kansas City. It cooperates with the Juvenile Court and with the Women's Interdenominational Missionary Council in finding Big Brothers and Big Sisters for Juvenile Court delinquents; with other organizations for obtaining much needed social legislation in Missouri; and with the Federation of Colored Charities for the uplift of the negro race. It is a clearing house of religious activities, and maintains a persistent warfare against the encroachment of the saloon and of the social evil.

### **Boy Scouts of America.**

The Scout Oath: "On My Honor I will  
Do My Best—

1. "To do my duty to my God and my Country, and to obey the Scout Law.
2. "To help other people at all times.
3. "To keep myself physically strong, mentally awake, and morally straight."

The Scout Motto: "Be Prepared."

The Scout Practice: "Do a Good Turn Daily."

The Kansas City organization of the Boy Scouts was incorporated in 1912. The Local Council consists of twenty-one business men who appoint an Executive Committee of five members to act upon all important matters.

The Council conducts a large summer camp in which instruction is given in scouting, while at the same time providing a wholesome and profitable outing. For a certain period each year, a Scoutmaster's School is conducted to train men to han-

dle and instruct boys in subjects recommended in the Scout program. There are sixty troops of Boy Scouts in Kansas City. The Scouts have performed acts of public service along charitable lines and civic betterment.

MISS ELIZABETH BUCHANAN,  
District Superintendent of Schools.

### **CIVIC AND COMMERCIAL CLUBS.**

The spirit of cooperation with educational interests is fostered by many commercial, professional, social and civic organizations.

The Kansas City Chamber of Commerce (until recently called the Commercial Club) has a membership of approximately 1,900, with divisions covering industrial development, publicity and railroad rates, and committees representing every department of modern commercial life. In its effort to "make Kansas City a good place to live," which, by the way, is its slogan, it has stood sponsor for many of the things of which the city is justly proud, notably Convention Hall and Missouri river transportation and improvements, etc. On the aesthetic side, it has consistently supported the park and boulevard plans, music for the masses, and like matters.

The "Kansas Citian," a weekly publication of the Chamber, gives space to educational activities, especially those departments of particular interest to the commercial world.

The Knife and Fork Club, the original dining and speaking organization of that name, numbers 1,000 men as its members, representing every walk of life. It has entertained most of the notable men of this country, and many foreigners. Educational questions naturally have been given prominence. This club enjoys the distinction of being the first organization in the city to recognize the importance of the Junior College idea, when under consideration by the Board of Education. The Club has been consistently interested in its development in the Kansas City Polytechnic Institute, as well as in all broad educational work.

The City Club, the "open forum" organization of Kansas City, naturally alive to all civic questions, has taken an active interest in many educational problems. It championed the school garden plan and supported it until taken over by the Board of Education. In addition to affording an opportunity for presenting any educational matter to the people, the club's membership of one thousand is alive to all civic matters of moment. Every subject of local or national interest is given a hearing. Many of the civic reforms for which Kansas City



is noted, found their origin and most active support in this organization.

Other clubs which show a broad interest in the educational, cultural, civic and social life of this city, include the Ad Club, the Rotary Club, Co-operative Club, Triangle Club, Lion's Club, Federated Improvement Clubs, Real Estate Club, the Kansas City Club, University Club, and the Kansas City Athletic Club, as well as organizations representing all professional lines incidental to a modern progressive city.

PURD B. WRIGHT,  
Public Librarian.

#### THE KANSAS CITY BOARD OF PUBLIC WELFARE.

A conspicuous feature of the new city charters now being adopted by American municipalities is the provision for the Department of Public Welfare. Kansas City, Missouri, with its Board of Public Welfare is the pioneer in this movement and has largely set the pattern for the welfare department of twelve of the larger American cities and several of the smaller ones. The Department of Public Welfare is a division of the city government, being supported by appropriations by the city council, and is supervised by a non-salaried board appointed by the city mayor. This board employs a superintendent who is its executive officer and under whose immediate direction the work is carried on.

In the Board of Public Welfare of Kansas City, there are coordinated under one management those municipal activities especially designed to (1) prevent distress and injustice, (2) promote a wholesome environment, and (3) administer treatment to delinquent persons. The department operates on the principle that ills which are social demand social treatment; that insuring healthful surroundings are better than hospital care; that a square deal is more to be desired than doles of relief; that keeping the environment wholesome is better than punishing the delinquent; and that it is neither social nor financial economy to let ills reach the incurable stage. The broad scope of the Board of Public Welfare enables it to supervise the conditions under which the people live and work and play, and give special attention to those individuals or classes that fall below standards accepted as normal.

The Department of Factory Inspection and Labor Statistics has supervision over all industrial establishments. By securing proper safeguards for elevators and machinery, by removing dangers from occupational disease, by protecting women

workers from over work and abuses, by forbidding children from working under unfavorable conditions, by Safety-First movements and propaganda for Workmen's Compensation—the Department of Factory Inspection standardizes the conditions under which the people work.

The Department for the Homeless and Unemployed not only secures employment for many idle men, but by providing free meals and lodgings for all indigent disabled men under reasonable conditions, or the same care for all destitute able-bodied men in return for work, is removing all necessity or excuse for street begging and petty thievery.

The Department of Recreation and Censorship supervises the public dance halls, skating rinks, and all the motion picture films exhibited here. Equipped both with the power of inspecting the dance halls and skating rinks to keep out undesirable features, and with the power to issue or revoke permits to operate, the Department is able to enforce a standard of conduct unusual in such places. The Censor of motion picture films attempts to direct into helpful channels that agency of such tremendous educative power—the motion picture. An appeal may be taken from the decision of the Censor and the picture is then reviewed by the Board of Appeals appointed by the mayor. The decision of the Board of Appeals is final.

The Free Legal Aid Bureau, serving the thousands of persons each year who are unable either to employ legal counsel or furnish money to prosecute meritorious claims, is operating on the idea that justice should be speedy and without cost to the poor.

The Research Bureau is based on the idea that treatment of social ills should be based on accurate information. Statistical investigations are carried on, the findings to be used as a basis for promoting some social program, or to test the efficiency of some agency or some policy of action. The Research Bureau also investigates and recommends for official endorsement by the Board of Public Welfare such private charities as are worthy of financial support by the contributing public.

The Correctional System consists of the Parole Department, the Women's Reformatory, and the Municipal Farm (for delinquent men). By means of these departments the Board of Public Welfare exercises supervisory restraint over those persons whose conduct falls below the required standard. During the last fiscal year there was an average daily attendance of 216 men and 48 women who received institutional supervision. Effort is made to build up the delinquent persons physically and to

fit them for real work by giving them really productive work to do. Besides the delinquents restrained at the two institutions the Parole Department has at all times from three to four hundred persons under supervision, but who are living at their own homes, engaged in their regular occupations and supporting their families. Paroled persons can be recommitted to the institution on violation of the terms of their paroles.

The Welfare Loan Agency, supported by private capital, has about \$125,000.00 outstanding in small loans all the time. This reaches hundreds of people who are without borrowing power. An interest rate of  $1\frac{1}{2}\%$  or  $2\%$  per month is charged for loans, on furniture or jewelry. All profits accruing from the use of this capital are turned back into other charitable channels.

There are three members on the Board of Public Welfare, all chosen without any reference to political affiliations. One member has been on the Board since its inception and under four different administrations.

JACOB BILLIKOPF,  
Director Jewish Institute and  
Member Board Public Welfare.

#### THE JUVENILE COURT.

The Juvenile Court, or children's court, cares for all children, neglected, dependent and delinquent, under the age of seventeen years. The jurisdiction of the child is acquired on creditable complaint and tried before the Judge of the Juvenile Court, which is conducted in an informal manner, and in such a way as to bring out all the facts pertaining to the child and its best interest, so that the interest of the child may be conserved.

In the cases of delinquency, very little, if any attention is paid to the nature of the crime. The condition of the boy's home, his environment, and the things that lead him into delinquency are in most cases considered. In cases of the neglected and dependent, the same principles are followed.

A delinquent child is one who violates any state law, city or village ordinance, who is beyond the control of his parents, who wanders the streets in the night time without lawful business or occupation, who is truant from school, who wanders on the railroad tracks or in the railroad yards, who is guilty of immoral conduct in any public place or about any school house, who absents himself from home and loiters on the streets and alleys, who associates with thieves or immoral persons, or who is growing up in idleness and crime.

A neglected child is defined as one who is suffering from the cruelty, depravity or viciousness of its parents or guardian, and who is destitute, abandoned, or dependent upon the public for support.

Kansas City has been fortunate in having good Juvenile Court Judges and a sufficient number of competent probation officers to do this child welfare work properly. One of the great obstacles to this work in other cities is that there are no institutions to give the children the chance that they should have. Kansas City has two parental homes, which stand between a great many children and the reformatories. (See McCune Home and Girls' Parental Home.)

The Boys' Hotel, a home for homeless boys, is under the general supervision of the Juvenile Court. Many agencies also cooperate with the Juvenile Court and the Probation officers in providing for the welfare of the children. Among these may be mentioned the Public Welfare Department of the city, the Council of Women's Clubs, the Council of Jewish Women, the Church Federation of Greater Kansas City, the Interdenominational Missionary Council and various Catholic charitable and welfare groups. In addition to the Parental Homes and other Juvenile provisions already mentioned, is the Mothers' Allowance Law which had its origin in Kansas City and which was built to take care of and otherwise to protect children who have in any way been deprived of the father's care. It is intended to keep the mother at home with the children, because, if she is a proper mother, the state need not fear the expense of caring for any of her children in institutions, and the money paid to her per month, in most instances, would not take care of any one of her children in a state institution or a city institution. Hence, figuring it from a financial side only the state is the beneficiary. From the moral side the influence from the mother's allowance is far-reaching. About seventy-four women and three hundred children are at present enjoying this allowance. Of the six hundred children who have enjoyed the benefits of this law only three have been charged with offenses before the Juvenile Court, and in each case the offense was trivial.

If the state and the nation would pay more attention to the conservation of the child, the expense of this and other communities of like size which amounts to thousands and thousands of dollars per year for the care of the wards of the state would be materially decreased.

E. L. MATHIAS,  
Chief Probation Officer.



## Parks and Boulevards



UCH is heard nowadays of "City Planning," "City Building," and "Municipal Beautification." Just a quarter of a century ago, a pioneer undertaking in this line of effort was launched in Kansas City.

In 1892, August R. Meyer, president of the Park Board, with his associates, Wm. C. Glass, S. B. Armour, Adriance Van Brunt, and Louis Hammerslough, in collaboration with George E. Kessler, planned the wonderful system of parks and boulevards which today justifies Kansas City's claim to rank as one among the first American cities in municipal beauty.

The park and boulevard system of Kansas City is so planned as to cover the entire city and is one of the features of the city of which every loyal Kansas Citian is proud. Over 2,600 acres are included in it, comprising nineteen separate parks and over sixty miles of continuous boulevards.

Swope Park was donated to the city by Thomas H. Swope in 1896. It ranks among the great parks of the country, covering 1,380 acres of ground and including all the phases of park scenery from the highly cultivated ground to the almost primeval woodland. The city has expended more than one-half million dollars in improving this park.

All over the city, smaller parks are dotted so that nowhere is it more than a short walk to some beautiful spot or play-ground. Penn Valley Park,

with its one hundred thirty-two acres lying near the Union Station, is a strikingly beautiful spot in the business part of the city.

Connecting all these parks is a system of boulevards, along which are miles upon miles of beautiful homes. A part of this system deserving special mention is the Cliff Drive, four miles of splendid roadway through scenery surpassed by no municipal driveway in the world, on one hand are towering buttresses of rock and on the other is a valley many hundred feet deep in which are situated many factories and beyond which the great Missouri river flows.

Another wonderful boulevard is the Paseo, which runs due north and south through the city from one end to the other. This highway is dotted with fountains and terraces; here and there it widens out into a square or a park. It is magnificent in its charm and beauty.

The park board maintains eighty public tennis courts, ten base ball fields, three roque fields, twelve equipped play-grounds, and three public baths.

The park and boulevard system has cost the city more than \$15,000,000. The people of Kansas City regard this as an investment in health, happiness, morality and social uplift. In the neighborhood of these splendid parks and play-grounds juvenile delinquency has diminished eighty percent.



*The Eastern Entrance to Cliff Drive.*



*Cliff Drive Has Many of These Splendid Rock Formations.*

*Some of the Places Where Our Children Play. Kansas City Has Many Public Playgrounds.*



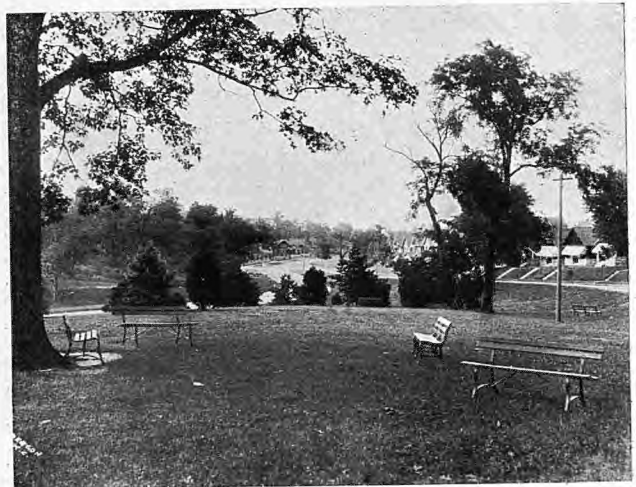
*The Wading Pool at Fifteenth Street and Benton Boulevard.*



*A Lawn in Budd Park.*



*The Athletic Field on the Parade.*



*Where the Paseo Enters Troost Park.*



*"The Grove" Contains Many Fine Old Trees.*



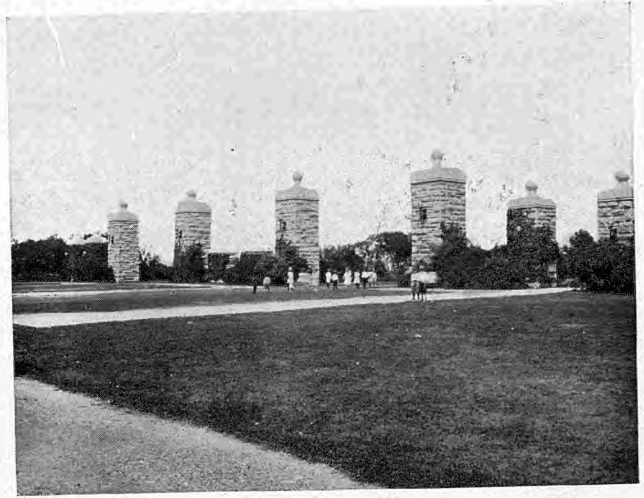
*Some Public Tennis Courts.*



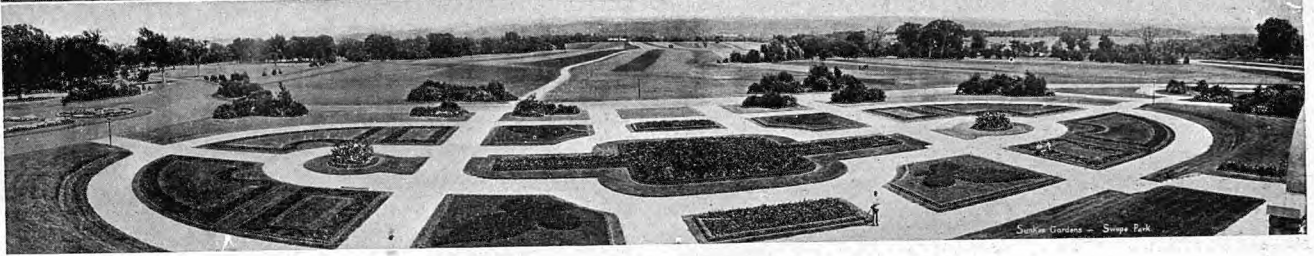
*Scenes from Swope Park. One of America's Greatest Parks.*



*The Shelter House.*



*The Entrance.*

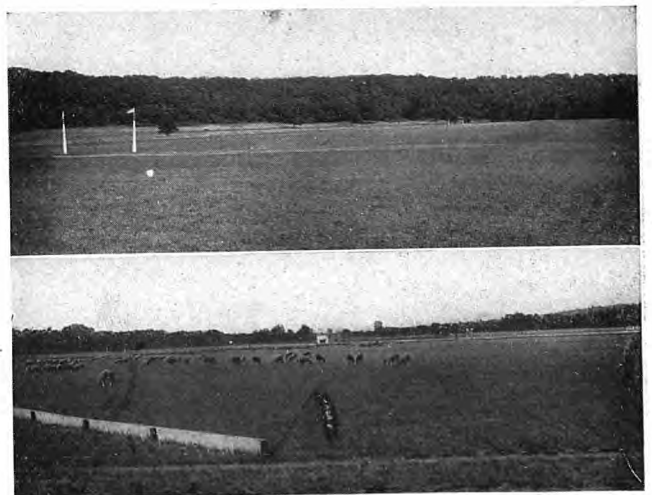


*Above—The Golf Course.*

*Below—The Gardens.*



*Around the Lagoon.*



*Two Views of the Polo and Cricket Ground.*

*Kansas City Has Many Beautiful Homes.*



*On Gladstone Boulevard.*



*In the Mission Hills District.*



*In the Rockhill Section.*



*At Thirty-sixth Street and Gillham Road.*



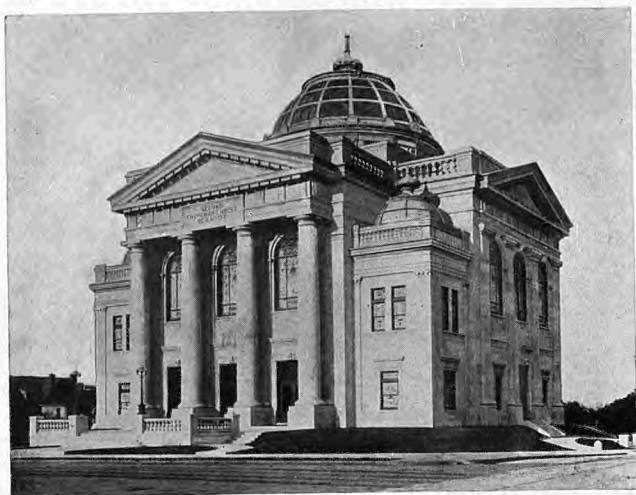
*At Broadway and Fifty-first Street.*



*A Typical Home in the Country Club District.*



*Kansas City Has 338 Church Buildings. Many of Them Are Very Beautiful.*



*Second Church of Christ, Scientist.*



*B'nai Jehudah Temple.*



*The Independence Boulevard Christian Church.*



*First Congregational Church.*



*The Church of the Redemptorist Fathers.*



*Trinity Episcopal Church.*



*Nearly All Down-Town Corners Are Occupied by Buildings of Which These Are Typical.*



*The Office Buildings of Kansas City Are Handsome and Thoroughly Modern in Appointments.*



# Greater Kansas City



THE story of education in Kansas City, Missouri, is incomplete without a brief account of the splendid work that is being done in Kansas City, Kansas, and Independence, Missouri, which are important parts of the industrial and commercial center known as Greater Kansas City. These cities are one with Kansas City, Missouri, industrially, and have separate educational and political units only on account of the accidents of state lines and of municipal boundaries. The very best spirit of cooperation and helpfulness in education has always existed among the various subdivisions of Greater Kansas City.

## KANSAS CITY, KANSAS.

M. E. Pearson, Superintendent of Schools.

The school system of Kansas City, Kas., was organized in 1886, with eight schools and fifty-six teachers. The school district was formed by the consolidation of several village and country schools. At the end of three decades, the number of schools, teachers and pupils in the system are as follows:

Schools.	
High Schools .....	3
Junior High Schools.....	1
Elementary Schools .....	40
<hr/>	
Total. ....	44

## Teaching Corps.

Superintendent. ....	1
District Superintendents .....	5
Special Supervisors .....	3
High School Teachers.....	74
Junior High School Teachers.....	25
Elementary Teachers and Principals..	325
<hr/>	
Total. ....	433

## Enrollment.

High Schools .....	1829
Junior High School.....	789
Elementary Schools .....	12284
Kindergarten. ....	456
<hr/>	
Total. ....	15358
Night Schools .....	2600
<hr/>	
Grand Total .....	17958

## Finances.

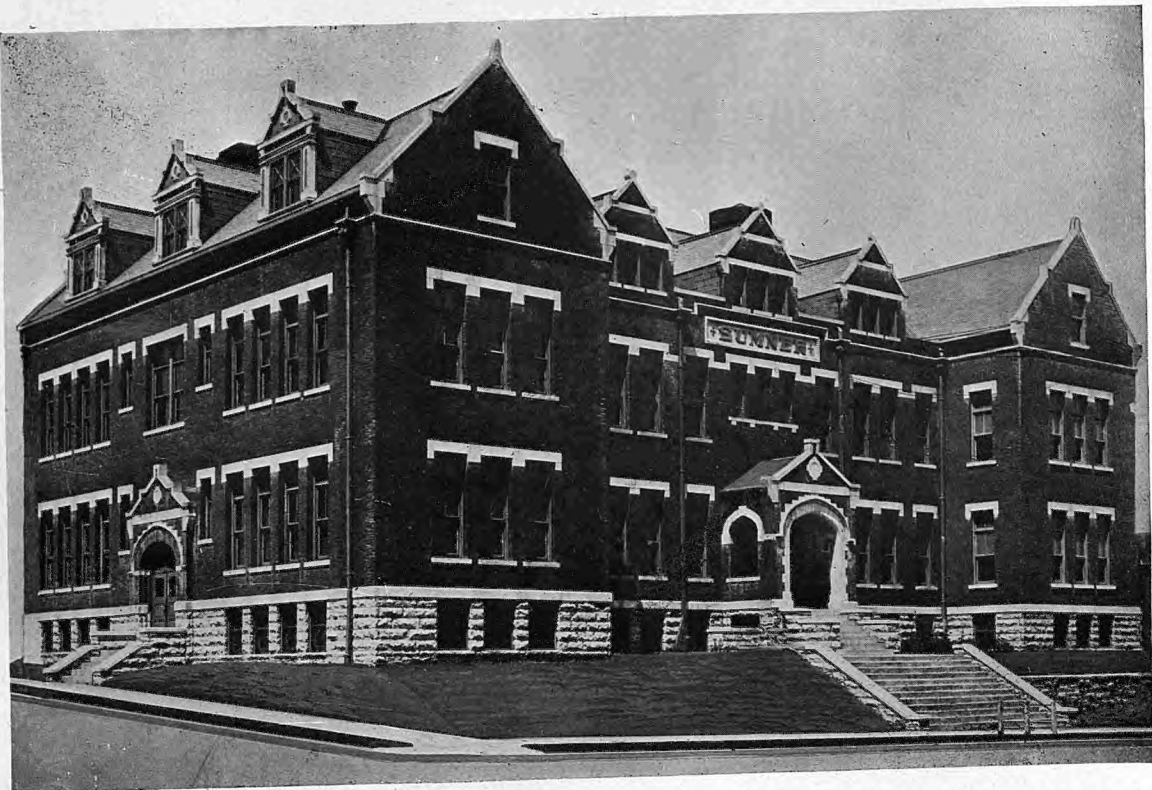
School Budget .....	\$ 581,530
Value of School Property.....	2,028,000

During the past four years \$600,000 has been invested in new buildings, sites, and in additions to and improvements on buildings.

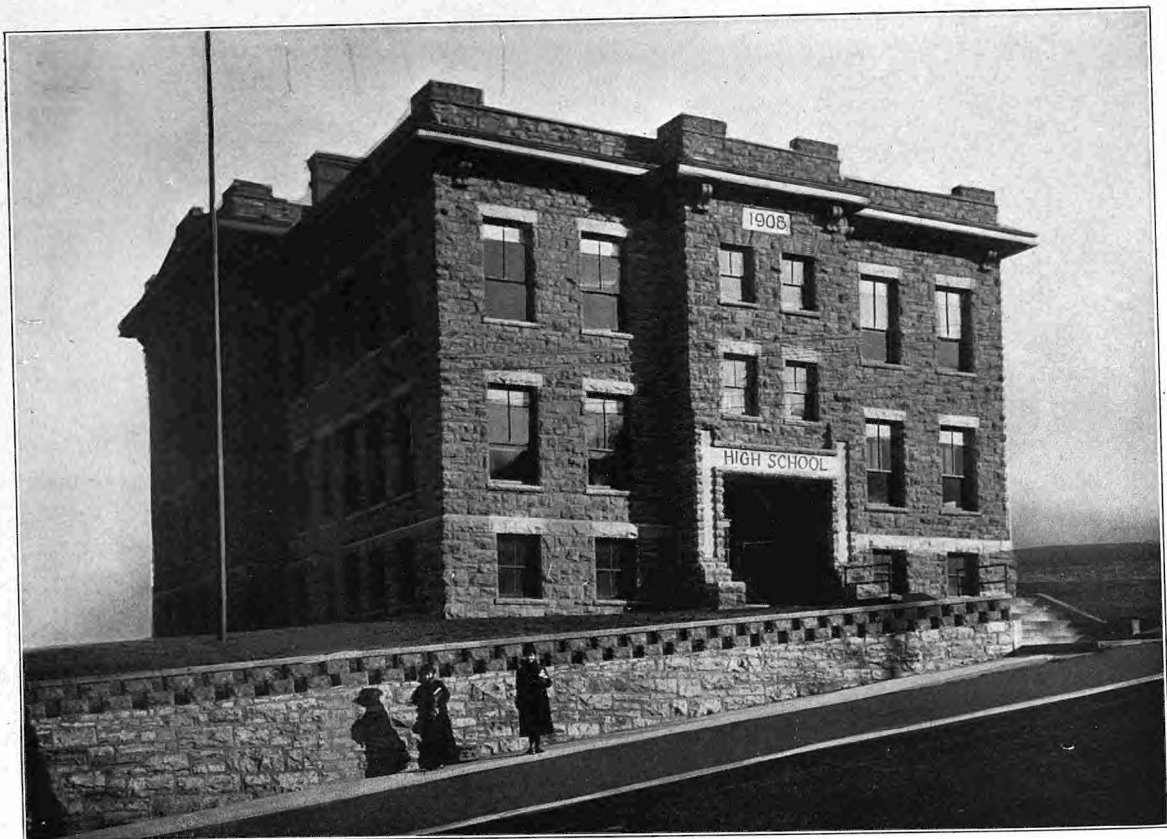
Three night schools are maintained under a special supervisor who also has charge of a vocational bureau and of all continuation school work.



*The Kansas City, Kansas, High School.*



*Sumner High School, Kansas City, Kansas.*



*Argentine High School, Kansas City, Kansas.*



A Normal Training School, which trains, in a two-year course following high school graduation, nearly all the elementary school teachers for the city, is maintained.

#### **Kansas City, Kansas, High School.**

The Kansas City, Kansas, High School, located at Ninth street and Minnesota avenue, has an enrollment of 1,350 pupils and 51 teachers. The school in its general purpose, courses of study and all its adaptations to the individual needs of the pupil, is making a strenuous endeavor to become a cosmopolitan high school.

A visitor to this building would at once become interested in—

1. A Lengthened School Period.
2. Supervised and Directed Study.
3. The Standardization of the Credit Unit, both Quantitatively and Qualitatively.
4. Vocational Information.
5. Plans for Motivation of School Work.
6. Many Forms of Student Cooperation.
7. Cooperation of Home and School.

#### **Argentine High School.**

The Argentine High School serves that portion of Kansas City, Kansas, lying south of the Kaw river. The enrollment is 187. Nine teachers are employed. A full four-year course is maintained to a standard that admits the school to an accrediting in the North Central Association of Colleges. The

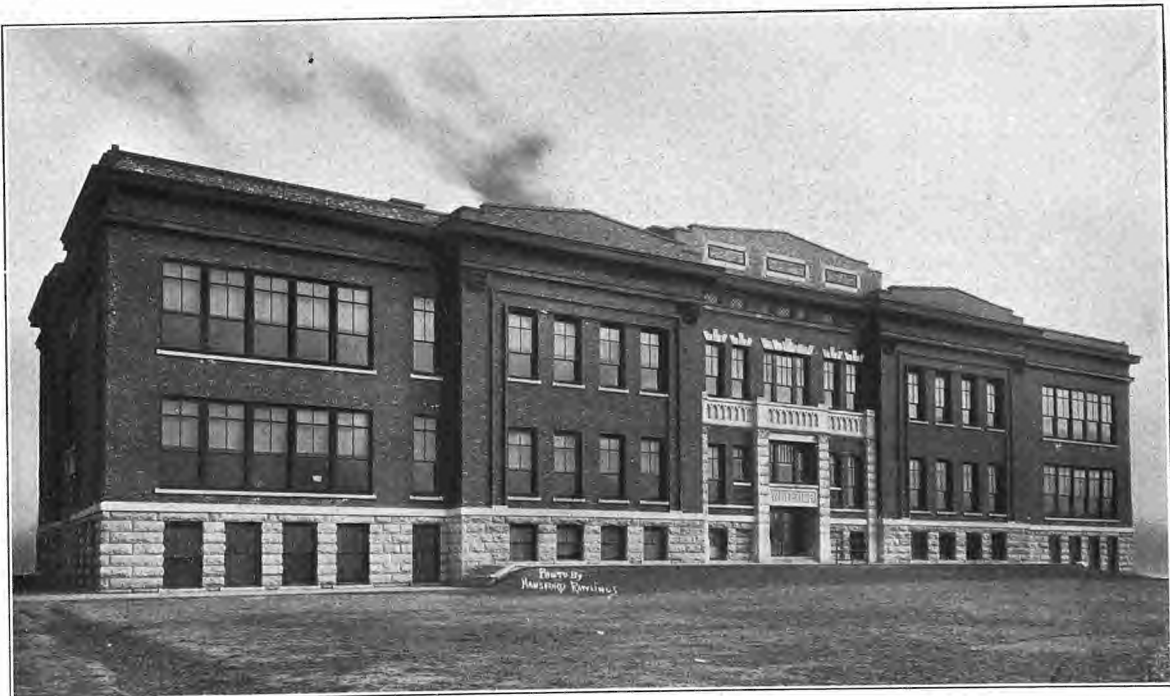
care given the needs of the individual pupil is the outstanding feature of the school. Every teacher has a personal acquaintance, a home knowledge and a participation in the social life of every pupil enrolled. "Team work" is the striking characteristic of this school.

#### **Summer High School.**

Sumner High School for negro students has 14 teachers and 293 pupils. It is one of the very few accredited high schools of its kind. Eleven of the fourteen teachers have A. B. degrees from standard universities and colleges. Two have Master degrees, one from Chicago University and one from Indiana University. The faculty of the school has learned to keep in touch with the life of the pupils and has been brought into full sympathy with all student problems and student activities. Principal and teachers have endeavored to build up a high school for negro students rather than a negro high school. The joy, interest and enthusiasm of the student body in all their tasks, both academic and industrial, indicate the proper motivation in all their work. Motivation is the characteristic and outstanding fact about the school.

#### **Junior High School.**

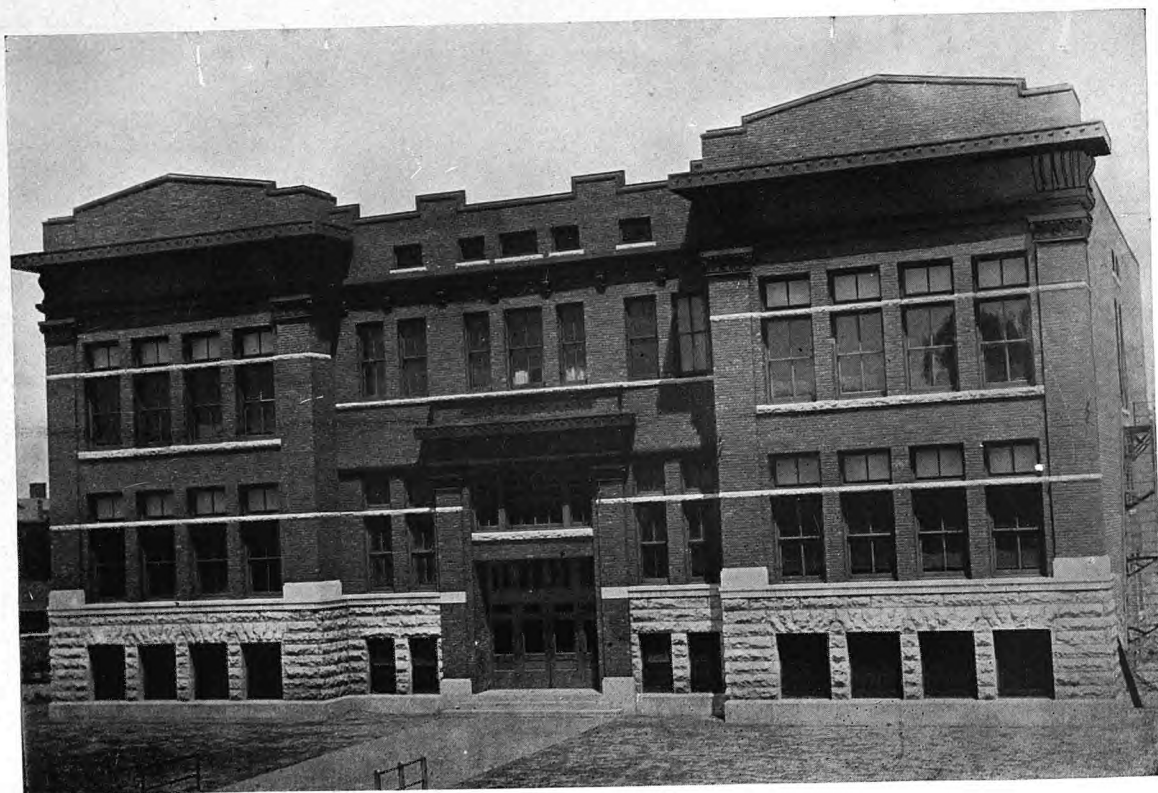
The first Junior High School in a proposed series of such schools, was opened September 11, 1916, in a new twenty-five-room building. The school is organized for the seventh, eighth and ninth



*Junior High School, Kansas City, Kansas.*



*Library and Administration Building of Board of Education, Kansas City, Kansas.*



*Horace Mann School, Kansas City, Kansas.*



grades. It is a five-ply school—(1) in the general purpose, (2) in its classification as to ability, (3) in the objectives of the course of study, (4) in its system of accrediting, and (5) in the class periods in the daily program.

It is not a traditional school. It is a new school that seeks to give to each pupil enrolled the greatest possible individual opportunity for development. It is not the old course of study departmentalized under a new name. Each pupil is to be given three years of rich school experience. Five lines of work are presented to each one: (1) Language, (2) Mathematics-Science, (3) History-Civics, (4) Industrial-Expression, (5) Physical Welfare.

The pupils of each grade or year move in five different groups, according to ability. The highest group is very much accelerated, the lowest moves very slowly. There is a class for each individual. This classification is determined from a cumulative grade card from the first six years of school work. The course is flexible. Pupils may be changed from one group to another at any time.

The present enrollment of this school is 789. The school day is from 8:30 a. m. to 3 p. m.—five one-hour periods, thirty minutes of which are devoted to recitation and thirty minutes to supervised study—one lunch period, 11:50 to 12:50. The ground covered and the nature of the course is determined by the probable vocational destiny of each pupil. The traditional subjects of the seventh and eighth grades are not necessarily required of all students. Discouraged and over-aged pupils are given a chance to try the work in a slower moving group of the next higher grade. The more brilliant pupils are given an opportunity to reduce the standard amount of time to complete the course.

Manual Training, Domestic Science, Domestic Art, Typewriting and Music are given as much emphasis as regards time in schedule as the academic subjects. Latin and German in the seventh and eighth grades are taught by the direct method. No separate class is organized in English for those students taking Latin or German. These groups are taught English in connection with the languages. Courses are being reorganized on the basis of different vocational aims, varying social conditions and differences in individuals. Vocational expression is very largely the directing thought of the English work. The Cafeteria, operating under the direction of the Domestic Science teachers, is a means of motivating the work of the Domestic

Science Department. A large gymnasium in connection with the school makes it possible to emphasize the physical welfare of the child.

#### **Shop and Store Room.**

One of the most profitable and helpful institutions connected with the Kansas City, Kansas, school system is the Board of Education Shop and Store Room, located at Tenth street and Splitlog avenue. It is a large and well-appointed building owned by the Board of Education and under the direction of the Superintendent of Buildings and Grounds. All school supplies are purchased by wholesale in large quantities and issued from the store room on requisition by school principals and janitors, approved by the Superintendent of Schools or the Superintendent of Buildings and Grounds.

All manual training stock and supplies, domestic science and laboratory supplies are obtained by requisitions on the store room. The Shop Department does all the tin work, plumbing and carpentry for the 44 buildings. All school furniture, except school desks, and all laboratory furnishings are made in the shop.

#### **Public Library and Administration Building.**

The Kansas City Public Library is located at Sixth street and Minnesota avenue in the center of beautiful Huron Park. This park was donated to the Board of Education by the original Town-Site Company for educational purposes. The Library is under the direction and support of the Board of Education. The Library has sixteen school stations and two branch libraries. A new \$25,000 branch library for the Argentine district will be occupied March 1st of the present year. The circulation in all departments will reach 160,000 during the year. The work of the library, its school stations and its branches, being supported by the Board of Education, is made in all its work a part of the public school system and the higher and broader educational interests of the city. The administrative offices of the Board of Education are located on the second floor of the central library building.

In Kansas City, Kansas, are located Kansas City University, a private school under the auspices of the Methodist Episcopal Church, and the Western University, a state-supported school for persons of the negro race.



*Lowell School, Kansas City, Kansas.*



*Board of Education Store Room and Shop, Kansas City, Kansas.*



### INDEPENDENCE, MISSOURI.

W. L. C. Palmer, Superintendent of Schools.

The School District of Independence, Missouri, was organized in September, 1866. The first year four teachers were employed and the attendance was less than two hundred pupils.

At present this district owns eight school buildings, valued at \$350,000, and employs seventy-eight teachers, principals and supervisors, twenty of whom are in the high school.

#### Present Enrollment.

High School .....	477
Elementary Schools .....	2100
Total .....	2577

Recently bonds to the amount of \$110,000 were voted for the construction of a new high school building. A beautiful site bounded by Maple avenue, Union and Lexington streets, has been donated for this building by Mrs. Logan O. Swope, who is a

daughter of the late William Chrisman, a member of the first school board. The building is now being erected and is to be known as the William Chrisman High School.

The school facilities offered by Independence make one of its chief attractions as a residence center adjacent to a large and prosperous city.

### JACKSON COUNTY, MISSOURI.

L. F. Blackburn, County Superintendent of Schools.

Kansas City, Missouri, is a part of Jackson County, Missouri. Exclusive of Kansas City, Missouri, and Independence, Jackson County operates eight village schools, four consolidated schools, seventy-six common or district schools; enrolls 5,159 pupils, employs 180 teachers, and owns 114 school buildings. Of the eighty-eight school districts only one has an assessed valuation of less than \$50,000 and sixty-eight have valuations of more than \$100,000. Only six districts maintained last year a term of school shorter than eight months or one hundred sixty days and the average for the county was one hundred seventy-three days.



*The William Chrisman High School, Independence, Missouri.  
(In Process of Construction.)*

## Higher Education



At the very door of Kansas City are located three splendid private colleges:

William Jewell College, Liberty, Missouri, fifteen miles from Kansas City, founded in 1849, is a college for male students only and is under the control of the Baptist Church.

Park College, Parkville, Missouri, ten miles from Kansas City, was founded in 1875, is coeducational, and is a self-help college in which every student is working his way either wholly or in part, each student giving at least three hours of manual labor a day. It is under the control of the Presbyterian Church.

Baker University, Baldwin, Kansas, fifty-five miles from Kansas City, was founded in 1858, is coeducational, and under the control of the Methodist Episcopal Church.

Each of these colleges is a standard school, employs from twenty-five to thirty teachers, has an attendance of approximately five hundred students and each owns buildings and grounds worth one half million dollars in round numbers and each has an endowment of one-half million dollars.

Each is located in a small town and is an example of the high class private small college of the West.

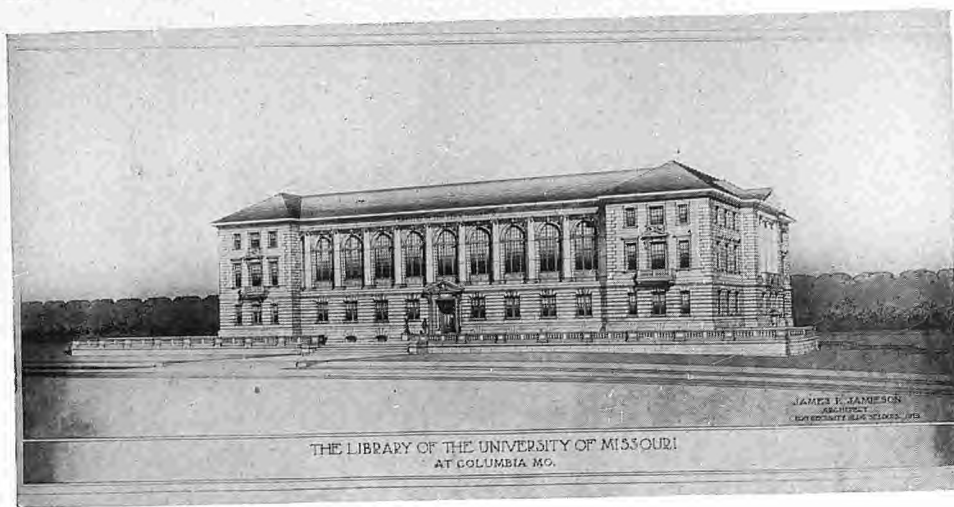
Although these private colleges are near Kansas City, many more students on the completion of the public school courses of the city, are attracted to the State Universities at Columbia, Missouri, and Lawrence, Kansas.



*The Columns, University of Missouri.*

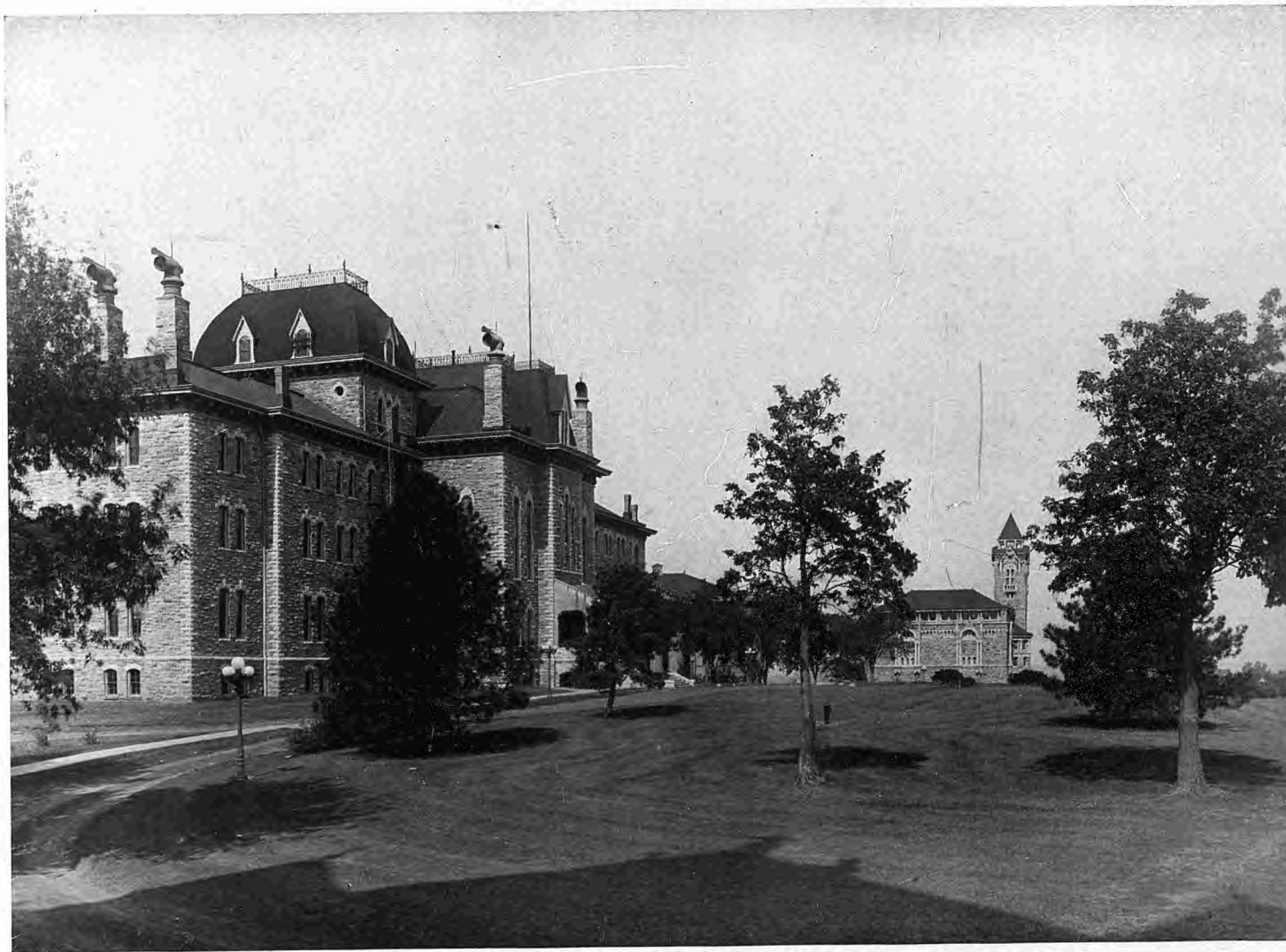
### THE UNIVERSITY OF MISSOURI.

The University of Missouri at Columbia—established as an institution for higher education by the people of the State of Missouri in 1839—takes rank with the foremost institutions of its kind in the United States, being one of the first six among state universities in standards, enrollment, etc. It is composed of the following schools and colleges: College of Arts and Science, College of Agriculture, School of Law, School of Medicine, School of Education,



*Library Building, University of Missouri.*





*Fraser Hall, University of Kansas.*

of Journalism, School of Commerce, School of Engineering, and Graduate School at Columbia, and the School of Mines and Metallurgy at Rolla. The enrollment of the University is approximately 4,400—numbering students not only from the State of Missouri but from all parts of the world.

The University of Missouri is recognized as a pioneer in the field of higher education. The School of Journalism was the first professional school to be established for the training of journalists. The School of Education was the first of its kind in state universities. The College of Agriculture is of national reputation for the excellence of its training. Other schools and colleges of the University are equally meritorious in their offerings. Located as it is in the small but beautiful city of Columbia, the University offers an opportunity for an intensive student life and a great familiarity with the work of all divisions, and its college spirit is famous.

#### **THE UNIVERSITY OF KANSAS.**

The University began its work in September, 1866. In company with practically all American institutions it was at first a College of Liberal Arts. It has since developed and differentiated its work until now it includes the following schools, colleges and divisions: Graduate School, College of Liberal Arts, School of Engineering, School of Law, School of Fine Arts, School of Pharmacy, School of Medicine, School of Education, Summer Section, University Extension, Athletics, Libraries, Museums, Publications, State Service Work, University Surveys.

Its student enrollment has about trebled in fifteen years, being for the current year about thirty-five hundred. The number of teachers and administrators for the present year is two hundred forty-one. The University is a member of the National Association of State Universities and of the Association of American Universities, comprising twenty-two standard institutions in North America. The number of its courses and the field of work it covers is large. Its work is specialized so as to offer detailed courses in journalism, commerce, banking, insurance and home economics in the College of Liberal Arts, as well as the longer established courses in science and the humanities. To these are to be added the professional and technical courses given in professional and technical schools.

Its library includes about 110,000 volumes and 50,000 pamphlets. Its museums are unusually large and valuable, those in paleontology, North American birds and mammals, entomology, economic geology, botany and archeology being valued at close to \$400,000. A separate building is given over almost entirely to collections in paleontology, entomology and North American birds and mammals.

Including the clinical departments at Rosedale, Kas., the University has twenty-three buildings. Its physical plant is valued at \$2,000,000. Its income for general expenses for the present year is about \$690,000, and its income for repairs and improvements about \$35,000. It has graduated 5,721 young men and women, and the number of students that have taken work at the University is about 30,000.



*Shelter House in Holmes Square.*



*The Lake in Penn Valley Park.*





Wm. C. Apple



Wm. Kisker



Frank F. Clark  
PRESIDENT



Wm. J. Bond  
VICE-PRES.



David W. MacArthur



Frank Kuyper

JUNE



Chas. C. Smith  
SECRETARY



Frank S. Casey  
TREASURER



S. S. McCanney



J. B. Jackson, Jr.



Arthur A. Lusk

1916



J. H. Smith

BOARD  
OF DIRECTORS,  
OFFICERS



Fred B. Wright

AND  
HEADS OF  
DEPARTMENTS



Helen J. Williams



Fred Kuyper



J. J. Campbell



J. H. Markoe



Minnie B. Buchanan

The School District of Kansas City, Missouri.

# *School Officers and Heads of Departments*

## EXECUTIVE AND ADMINISTRATIVE

I. I. Cammack.....	Superintendent of Schools	Purd B. Wright.....	Librarian
J. H. Markley..	Assistant Superintendent of Schools	J. H. Brady	
J. B. Jackson.....	Secretary of Board	Chief Engineer and Superintendent of Buildings	
Frank S. Casey.....	Purchasing Agent	Chas. A. Smith.....	Architect

## SUPERVISORY

Elizabeth Buchanan	District Superintendent of Schools	E. R. de Vigne.....	Commissioner of Agriculture
Elma J. Webster	District Superintendent of Schools	Bessie M. Whiteley.....	Supervisor of Music
George Melcher	Director of Bureau of Research and Efficiency	Fred Burger.....	Supervisor of Physical Education
J. C. Wright.....	Director of Vocational and Manual Training Instruction	Cleo Lytle.....	Supervisor of Drawing
Manfred W. Deputy.....	Director of Teacher Training and Extension Work	Essie M. Heyle....	Supervisor of Home Economics
		Roy A. Michael....	Supervisor of Manual Training
		H. C. Holt.....	Supervisor of Writing
		Cora L. English.....	Supervisor of Kindergartens
		Nellie Flanigan.....	Clerk of School Attendance

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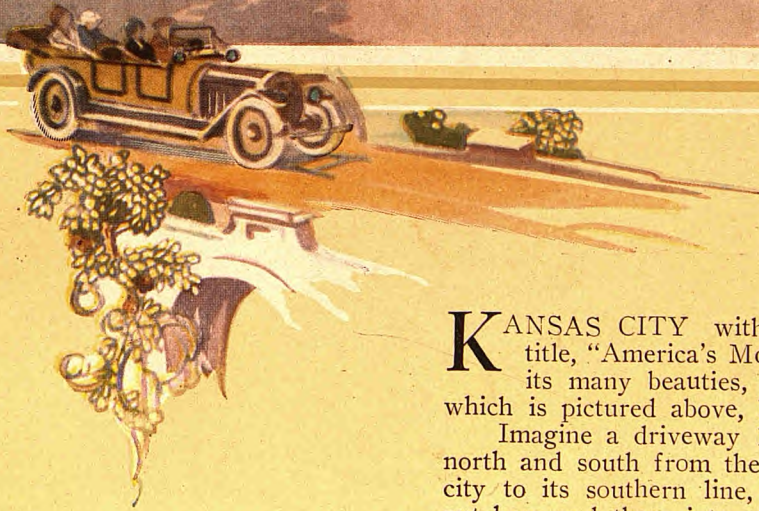
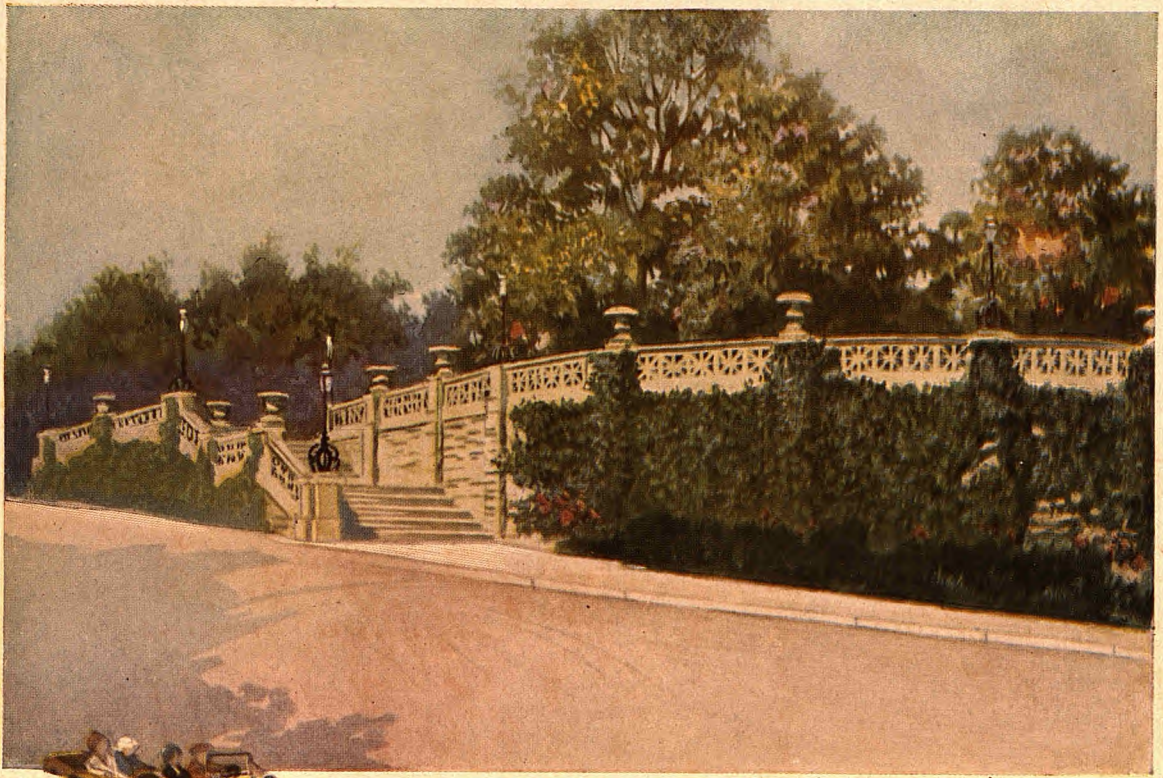
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## Parks and Boulevards



**K**ANSAS CITY with justice lays claim to the title, "America's Most Beautiful City." Among its many beauties, The Paseo, a scene along which is pictured above, holds a high place.

Imagine a driveway 150 feet wide running due north and south from the northern boundary of the city to its southern line, six miles away, widening out here and there into a small park or a beautiful plaza, until more than a hundred acres of ground have been included in its area.

Lined with charming homes, dotted with fountains and gardens, pergolas and artistic shelters, the whole presents a boulevard the beauty of which is unsurpassed by any in the world.

The Paseo is but a link in the wonderful continuous, connected boulevard system which for fifty-one miles winds its beauty-making way through the city.